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THE DEVELOPMENT AND EVALUATION OF A SENIOR HIGH SCHOOL UNIT
ON THE BUYING OF READY-MADE CLOTHING

by

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72/9

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Approved by

Josephine Krenner
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CHAPTER I
INTRODUCTION

There seems to be a need for more and better instruction in the buying of ready-made clothing for girls in the senior high school. "The garments which are bought ready-made in almost every instance greatly outnumber those made at home."¹ The answers the pupils gave to consumer buying questions "reflect profound and disturbing lack of knowledge in buying goods."² Swann reported that the girl's knowledge of fiber content was poor, that they did not know where to look for authentic information which might have helped them, and that they seldom knew the cost of clothing per year.³ As women and girls work more outside the home, and as they make less clothing, there is a need for training in the selection of ready-made clothing.

Writers on the subject generally agreed that these needs of knowledge for consumer buyers of ready-made clothing have not been met to any degree of satisfaction.

"Participating teachers considered the addition of consumer buying units to their clothing course desirable. None could have spared time from her teaching to formulate the detailed unit outline with its suggestions for teaching procedures, student activities, and reference reading."⁴

1. Strowig, Nell McCrumb. A course in Clothing and Home Problems. Masters Thesis. California: University of California, 1930, P. 70

2. Haas, Kenneth B. "What High School Students Know About Buying and Money Management", Journal of Home Economics, 30:632, 1938.

3. Swann, Louise. Need for Consumer Education Relating to Clothing, by High School Girls in Marion, Kentucky. Masters Thesis. Iowa: Iowa State College. p. 116

4. McAdams, Laura, and others. "Strengthening Consumer Education in Clothing", Journal of Home Economics, 39:577, November, 1947.

4. An awareness of sources of factual information about clothing.
5. An understanding of the effect of materials and weaves on individual garments.
6. Some ability to recognize a well-constructed garment.
7. Some ability to use personal money wisely.
8. An understanding of the shopper's responsibility and the effect of store practices on the shopper.
9. Some ability to evaluate a garment considered for purchase.

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CORRECTION

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CORRECTION

"Education for consuming has been little emphasized in high school home economics courses. Discussions and conferences with teachers of home economics indicate that lack of knowledge of what to teach, lack of available sources of teaching material, and of how to organize them are important reasons for omitting instruction in consumer buying."⁵

In reference to consumer buying, "the field is so new that a tremendous amount of research and experimentation must be done before there can be many certainties."⁶

Because of the generally felt need for education in consumer buying of ready-made clothing, the writer formulated a unit on the subject and taught it to ten first year home economics pupils at Curry Demonstration School, Woman's College of the University of North Carolina, Greensboro, North Carolina. Questionnaires were used as a means of obtaining information about the girls' family background, their clothing buying practices, and a means of evaluating the unit taught. Daily notes were kept about each girl. The results of this study were tabulated for the class, and case studies were written to show the change in individuals. The study was made in order to develop a satisfactory, interesting unit which would serve as a guide in teaching the buying of ready-made clothing to senior high school girls.

The unit was taught in order to develop in the pupils:

1. An interest in the purchase of their own clothing.
2. An awareness of the factors affecting the purchase of a satisfactory garment.
3. Some understanding of the information necessary for purchasing a garment.

5. Newell, Alma D. and Rust, Lucille O. Consumer Buyer Units in Clothing and Textiles for Use in High School Home Economics. Kansas: Kansas State College, 20:6, March 1936.

6. National Associations of Secondary School Principals. Consumer Education in your School. (A Consumer Education Study). Washington, D.C.: National Education Association, 1947. p. 9

4. An awareness of sources of factual information about clothing.
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9. Some ability to evaluate a garment considered for purchase.

CHAPTER II

REVIEW OF LITERATURE

It was in 1930 that consumer buying was given a place in the high school curriculum. During the 1930's educators accepted the education of consumers as an essential part of their work.¹ Likewise, many home economics teachers and supervisors favored giving considerably more time in the high school curriculum to the selection and the buying of clothing.²

"In general, it appears that the subject matter in home economics textbooks is turning from teaching the construction of garments in the home, to the wise use, selection and purchase of commodities for home consumption."³

The consumer education of Iowa schools was studied and reported in 1941 by Ralph LeMoine. In almost every case the administrators thought that integrating consumer education into home economics or business education courses, plus teaching one separate course a semester during the senior year, would be of value. One-third of the schools had some general consumer buying.⁴

1. National Association of Secondary School Principals. Consumer Education in Your School. (A Consumer Education Study). Washington, D.C.: National Education Association, 1947. p. 8

2. Strowig, Nell McCrumb. A Course in Clothing and Home Problems. Masters Thesis. California: University of California, 1930. p. 14.

3. Mackensen, Kathryn Robbins. An Analysis of Consumers' Habits and Their Relation to the Organization of Teaching Units in Consumer Buying Problems. Masters Thesis. Louisiana: Louisiana State University, 1937. p. 19

4. LeMoine, Ralph. "Consumer Education in Iowa Schools," Journal of Business Education, 16:28, May, 1941.

"Methods of instruction in consumer problems is one area in which research is needed. ... Evaluative studies of the results of consumer instructions are meager."⁵

The buying process is complex and few consumers have either the time or the capacity to choose with wisdom. Whether we have large or small incomes, we can have unwise expenditure of money.⁶

Harrill reported a study in 1941, which she did at Woman's College of The University of North Carolina, on "Developing and Maintaining Student Interest in Learning Through a Study of the Selection, Cost, Construction and Care of Clothing." She found that when she analyzed the experiences of pupils in connection with clothing that they were more inclined to be interested in getting a product than in learning; they are satisfied with their standards; they preferred to depend upon others to help them buy clothing, and they felt little responsibility in carrying over class instruction to everyday life.⁷ The girls should be able to make a plan for buying, know what help they need, when and where to get information, and how to transform the information into real life experiences of buying ready-made garments. Then she should be able to set up

5. Mendenhall, James E. and Harap, Henry. Consumer Education. New York: D. Appleton-Century Co., 1943. p. 342.

6. Briggs, T. H. and others. Laboratory Techniques of Teaching. New York: Teachers College, Columbia University, 1938. p. 7.

7. Harrill, Thelma Hawkins. Developing and Maintaining Student Interest in Learning Through a Study of the Selection, Cost, Construction, and Care of Clothing. Masters Thesis. North Carolina: Woman's College of the University of North Carolina, 1941. p. 15-16.

standards and to judge the product accordingly.⁸

Strowig, in a clothing education study in 1930, tried to determine what should be taught in a clothing course for junior high school pupils in Salt Lake City, Utah. She carried on her study by the questionnaire method. Questionnaires were given to 1096 girls and 51 persons of college training who were working with some phase of home economics.⁹ She found that more elaborate clothes were bought and simpler cotton ones were made at home. As for reasons given for purchasing clothing ready-made, 53 per cent of the pupils bought ready-made clothing for better style; 64.5 per cent bought because it was less trouble; 71.6 per cent bought for economy of time; 31.9 per cent bought because they could not sew; and 34.5 per cent bought because they did not like to sew.¹⁰ Strowig says: "This study shows very clearly that the major problem in this field is one of clothing selection."¹¹

Mackensen made a study in Baton Rouge, Louisiana in 1939 on "Analysis of Consumer's Habits and Their Relation to the Organization of Teaching Units in Consumer Buying Problems." She found that "on all income levels, more clothes were purchased ready-made than were constructed at home."¹²

8. Ibid., p. 25.

9. Strowig, Nell McCrumb. A Course in Clothing and Home Problems. Masters Thesis. California: University of California, 1930. p. 6.

10. Ibid., p. 8.

11. Ibid., p. 70.

12. Mackensen, Kathryn Robbins. An Analysis of Consumer's Habits and Their Relation to the Organization of Teaching Units in Consumer Buying Problems. Masters Thesis. Louisiana: Louisiana State University, 1937. p. 49.

Recommendations arising from her analysis were:

1. "That those factors which determine costs be given a major position in teaching units for better consumption."¹³
2. That an effort be made to teach consumers to evaluate and interpret the meaning of trademarks, trade names, terms, and labels."¹⁴

Louise Swann reported a study in 1941 on the "Need for Consumer Education Relating to Clothing by High School Girls in Marion, Kentucky."

Her findings were:

1. Source and use of money: She found here that 44 percent of the junior and senior girls in high school earned and spent part of the money for their clothes, and 39 percent were given money from which to buy clothes when needed.¹⁵
2. Practice of girls in making or purchasing clothes: Most girls reported that they bought from local stores twenty of twenty-eight articles of clothing on the chart; 50 per cent of the girls bought undergarments, slips, pants, brassieres, hose, anklets, hats, gloves and hankies.¹⁶
3. Independence in planning for and selecting clothes: 98 per cent planned in some manner just before they were to buy single articles. Most planning was seasonal rather than yearly. More expensive items, such as coats and silk dresses, were selected with help, while less expensive items were selected alone.¹⁷

13. Ibid., p. 4.

14. Ibid., p. 5.

15. Swann, Louise. Need for Consumer Education Relating to Clothing by High School Girls in Marion, Kentucky. Masters Thesis. Iowa: Iowa State College, 1941. p. 30.

16. Ibid., p. 47.

17. Ibid., p. 59.

About 30 per cent of the girls preferred to select clothing alone while 72 per cent preferred advice. The girls gave the following reasons why they wanted advice: "Just like other's opinions," "mother has had more experience," "my judgement is poor," "others know more about quality of materials," and "I don't know how much to pay for an article."¹⁸ One-third said that they examined material of ready-made garments before buying.¹⁹

4. Recognition of certain clothing problems: The following phases of clothing selection are the ones in which the girls reported need for help: 41 per cent for selecting becoming designs, 33 per cent for selecting materials, 33 per cent for judging color becomingness, and 13 per cent for getting value from money spent.²⁰

The following is the reported knowledge of clothing costs: 72 per cent knew the cost of their last ready-made dress, 74 per cent usually knew the cost of their ready-made dresses, and only 15 per cent knew their annual clothing expenditure.²¹ Swann said: "It seems that the girls might become more interested in the other phases of clothing, such as taking better care of clothing and planning purchases, if they realized the cost of their clothes. There is need for instruction in planning for selection of clothes which is based on a knowledge of cost of clothes that is within the budget limitations, both the personal and the family budget."²²

Erny in her report of her study on "Instruction in Clothing in the Public High Schools" said that women and girls buy more today than ever before, so they should have training. The high schools should have good a

18. Ibid., p. 73.

19. Ibid., p. 82.

20. Ibid., p. 113.

21. Ibid., p. 108.

22. Ibid., p. 112.

up-to-date course in buying clothing, not only for girls but for boys also.²³ Up until 1937, there were few units of clothing with the consumer buying unit included. A knowledge of textiles for consumer use would be a means of getting "better buys" in ready-to-wear garments. The high school girl of today is the adult consumer of tomorrow.²⁴

23. Erny, Anna. Instruction in Clothing in the Public High Schools. Masters Thesis. California: University of Southern California, 1937. p. 19.

24. Ibid., p. 8.

CHAPTER III

DEVELOPMENT AND EVALUATION OF A CLOTHING BUYING UNIT

A unit on "The Buying of Ready-made Clothing" was developed by the writer. The class, which the writer taught, consisted of eleven girls studying first year home economics in the ninth and tenth grades at Curry Demonstration School of the Woman's College of the University of North Carolina, Greensboro, North Carolina. The unit was taught from February 28 through March 11, 1949. One girl was absent the last half of the unit; therefore, all tabulations and write-ups include only ten girls. There were ten fifty-minute class periods, used for teaching the unit. The main topics for each of the ten days were as follows:

- I. Introduction, background information, and last garment purchased.
- II. Selection of garments to be purchased and discussion on the broad scope of knowledge one must have in order to be a good buyer of ready-made clothing.
- III. Labels and other sources of factual information.
- IV. Descriptive terms about materials.
- V. Good and poor construction of points of garments.
- VI. Practices of stores and consumers which affect the price of clothing.
- VII. Buying guides made by each girl for the particular garment to be purchased.
- VIII. Preliminary shopping.
- IX. Purchasing chosen garments.
- X. Individual reports on garments purchased.

Three weeks later, the pupils were asked to evaluate the clothing buying unit and to report on a garment purchased since the close of the unit.

Lesson I, Introduction, Background Information,
and Last Garment Purchased

For the first day, the Lesson Plan used by the teacher as a guide, including the evaluation of the lesson, is inserted (p.12). For the other days, a description and evaluation of the lessons appear in text form.

Of the ten pupils who participated in the unit, nine were fifteen years of age, and one was fourteen years of age. Seven of the fathers were wage earners; three were business and professional men; none were clerical workers. Seven of the mothers did not have an occupation other than homemaking; two were wage earners; one was a clerical worker.

Three girls were the first child in the family of two, and two girls were the first and only child in the family (Table I). Three girls were the second child in their families: one in a family of two, one in a family of three, and one in a family of four. Two girls were the third child in their families: one in a family of three, and one in a family of four. Therefore, two were only children, three were the oldest child in the family, and two were the youngest child in the family.

Of the pupils, there were six who had brothers only; two had older brothers, and four had younger brothers (Table II). Two had both brothers and sisters. One of these had both an older and younger sister and one older brother; the other had one older sister and one younger brother. Two had no brothers or sisters. None of the pupils had sisters only. One would expect an older sister to have influence on the clothing experience of a high school pupil. Only two of the girls had an older sister. One had hand-downs and the use of accessories and seemed to enjoy both privileges. The other girl had help in making clothes, shopping for them, and the privilege of using the accessories of the sister.

Lesson Plan I, February 28, 1949

Teacher Objective	Problem	Activity and Teaching Aids	Teacher Evaluation
:1. To develop pupil interest in purchase of own clothing.	: Think about you and your clothes: What garments have you purchased independently? How much information did you have about the garment prior to purchase?	: Pupils cite instances of experience when purchasing clothing.	:
:2. To gain information concerning individual girls: : a. Family background. : b. Experience in handling money. : c. Experience in the planning and buying of own clothes. : d. Purchase of the last garment for comparison with later purchases.	:	: Discuss and fill out questionnaires "You and Your Clothing" (p.13), and "Report on Last Garment Purchased" (p.15).	: From the number and the kind of questions asked, apparently this was a new experience. : The pupils began to be aware of the many factors which should be considered in making clothing purchases.
:3. To stimulate a desire to buy a specific garment with parent's approval.	: If you could buy one garment, what would you choose? Why would you choose that particular garment?	: Select garment for individual purchase discussing selection with parents.	: Class became very interested. They asked many questions. Many of the girls wanted to know if they were really going uptown and buy some clothes: They discussed their own shopping experiences: They mentioned a garment they would like to buy. The comments are preported in case study of each girl.

You and Your Clothing

(The way you answer this check list will have nothing whatever to do with your grade. The answers will be regarded as confidential. Please answer as completely as possible. Ask questions concerning any statement that is not clear.)

1. Name _____ Address _____

2. Age (nearest birthday) _____ Grade in school _____

3. Father's occupation _____

4. Mother's occupation other than homemaker _____

5. Composition of family

Family members	Number	Age	Comments
Sisters			
Brothers			
Others			

6. Your Money and Your Clothing Purchases.

Sources of money	From what source do you get the money you handle?	What portion of clothing is purchased from given source?		
		All	Part	None
Spending money				
Allowance				
Earnings				

7. Planning Clothing Purchases

Ways of planning clothing purchases	Do you plan by yourself?	Or plan with the help of someone else?
For each shopping trip		
For season		
For year		

8. Clothing purchased ready-made.

Articles of clothing	How are articles of clothing selected?		
	Alone	With Mother's help	By others for you
Dresses			
Cotton			
Wash silk			
Rayon			
Wool			
Coats			
Suits			
Cotton			
Linen			
Wool			
Rayon			
Other			
Sweaters			
Skirts			
Blouses			
Play clothes			
Undergarments			
Panties			
Slips			
Brassiers			
Pajamas			
Housecoat			
Bathrobe			
Hose			
Anklets			
Shoes			
Accessories			
Hats			
Gloves			
Purse			

Report on Last Garment Purchased

Name _____ Date _____

1. Article purchased _____

2. Brand name of article or description _____

3. Price of article _____

4. Name of store _____

5. Type of store _____

6. Information obtained:

Sources of information	Where was information obtained?	How helpful was information?			
		Excel- lent	Good	Fair	Poor
Advertisements					
Clerks					
Labels					
Teacher or other person					

7. What made you choose this particular garment?

TABLE I

DISTRIBUTION OF PUPILS ACCORDING TO PLACE IN FAMILY
AND NUMBER OF CHILDREN IN FAMILY

(Ten pupils in first year Home Economics at Curry Demon-
stration School, Woman's College of the University of
North Carolina, Greensboro, North Carolina)

Place in Family	Number of children in family				All Pupils
	1	2	3	4	
First	2	3	0	0	5
Second	-	1	1	1	3
Third	-	-	1	1	2
All pupils	2	4	2	2	10

TABLE II

DISTRIBUTION OF PUPILS ACCORDING TO SEX AND AGE OF
OTHER CHILDREN AT HOME

(Ten pupils in first year Home Economics at Curry Demonstration School,
Woman's College of The University of North Carolina, Greensboro, North
Carolina)

Sex of other children at home	Age of other children at home				All pupils
	Older only	Younger only	Both older and younger	Neither older nor younger	
Brothers only	2	4	0	-	6
Sisters only	-	-	-	-	-
Both brothers and sisters	-	-	2	-	2
No brothers or sisters	-	-	-	2	2
All pupils	2	4	2	2	10

Of the ten girls; three had spending money, irregular amounts as needed, and all of them purchased part of their clothing from this source; four had an allowance, a regular sum at regular intervals, as the only source of money, and of these four, two girls bought part of their clothing, and two bought none of their clothing (Table III). Two girls received money from an allowance supplemented by spending money, and each bought a portion of her clothing with money from these two sources. One girl earned and received additional spending money and bought part of her clothing from these funds. Only two girls did not buy any clothing with their money. Eighty per cent, then, bought a portion of clothing with money which was given or allotted to them. To the writer, this indicated that these girls should be given training in buying clothing wisely.

All of the girls planned clothing purchases for each shopping trip; four with the help of someone else, five planned sometimes alone and sometimes with help, and only one planned along (Table IV). Six girls planned clothing purchases for the season; three planned with the help of someone else; two planned sometimes alone and sometimes with help; and only one planned alone. One girl planned clothing purchases for the year sometimes with help and sometimes alone. Planning for each shopping trip was more common than planning for a longer time. The writer believes that some class time should be given to planning a wardrobe for a season and planning for the year's expenditures. This should eliminate too many purchases and odd purchases, resulting in a smaller total expenditure for clothing.

In general, the least expensive items of clothing were purchased alone; the medium priced were purchased sometimes alone and sometimes with mother's help; and the most expensive items were purchased entirely with mother's help (Table V). As the girls grow in independence in

TABLE III

DISTRIBUTION OF PUPILS ACCORDING TO SOURCES OF MONEY AND
 PORTION OF CLOTHING PURCHASED FROM GIVEN SOURCE OF MONEY
 AT THE BEGINNING OF THE CLOTHING BUYING UNIT

(Ten pupils in first year Home Economics at Curry Demon-
 stration School, Woman's College of The University of
 North Carolina, Greensboro, North Carolina)

Sources of money	Portion of clothing purchased from given sources of money			
	All	Part	None	All Pupils
Spending money only	-	3	-	3
Allowance only	-	2	2	4
Earnings only	-	-	-	-
Spending and allowance	-	2	-	2
Spending and earnings	-	1	-	1
All pupils	-	8	2	10

TABLE IV

DISTRIBUTION OF PUPILS ACCORDING TO PERIOD COVERED BY SHOPPING PLAN AND DEGREE OF INDEPENDENCE IN MAKING SHOPPING PLAN AT THE BEGINNING OF THE CLOTHING BUYING UNIT

(Ten pupils in first year Home Economics at Curry Demonstration School, Woman's College of the University of North Carolina, Greensbor, North Carolina)

Period covered by shopping plan	Degree of independence in making shopping plan			
	Plan with help	Plan sometimes al- one and some- times with mother's help	Alone	All degree of independ- ence
Each shopping trip	4	5	1	10
Seasonal	3	2	1	6
Yearly	-	1	-	1

TABLE V

DISTRIBUTION OF PUPILS ACCORDING TO DEGREE OF INDEPENDENCE IN PURCHASING
READY-MADE GARMENTS AT THE BEGINNING OF THE CLOTHING BUYING UNIT

(Ten pupils in first year Home Economics at Curry Demonstration School,
Woman's College of The University of North Carolina, Greensbor, North
Carolina)

Garments	Degree of independence in purchasing ready-made garments		
	Alone	Sometimes alone and sometime with moth- er's help	With mother's help
Anklets	9	1	2
Brassieres	7	2	1
Panties	6	2	2
Hose	6	3	1
Sweaters	5	3	2
Pajamas	5	3	2
Gloves	4	3	3
Blouses	4	3	3
Playclothes	4	4	2
Slips	4	4	2
Purse	3	3	5
Shoes	2	4	3
Dresses (cotton)	2	4	5
Skirts	2	5	3
Suits (linen)	1	2	7
Hats	1	3	6
Dresses (rayon)	1	3	6
Bathrobes	1	4	
Housecoats	1	4	5
Coats	0	1	5
Suits (various kinds)	0	1	8
Suits (rayon)	0	2	8
Suits (wool)	0	2	8
Dresses (wool)	0	3	7
Suits (cotton)	0	4	6

purchasing garments, their knowledge should grow. The writer believes that if a good foundation is laid for the buying of inexpensive items of clothing, it will carry over in later buying of more expensive items.

Information obtained on the questionnaire, "Report on Last Garment Purchased," is compared with information about garments purchased during and after the clothing buying unit (p41-56).*

Lesson II, Selection of Garments to be Purchased and Discussion
on the Broad Scope of Knowledge One Must Have in Order
to be a Good Buyer of Ready-made Clothing

Each girl filled out a questionnaire on "Garment to be Purchased," stating the garment to be purchased, price limit, and reasons for choosing this garment. Garments to be purchased are listed in Lesson VIII.

They looked with interest at books, pamphlets, advertisements, magazines, labels and brand names of clothing as source material on the unit. The things that one should know in order to be a good clothing buyer which were discussed are as follows: materials, construction, shopping policies, store practices and personnel, testing laboratories, and fair trade regulations. Need for the garment, becomingness of color and style, relationship to wardrobe, and season and occasion were mentioned but not stressed because of the short time devoted to the unit. The girls seemed to be objective in their attitudes.

In order to have a variety of illustrative material, each girl was asked to bring to class a good or poor buy and some labels, which remained in the class room until the unit was completed.

Lesson III, Labels and Other Sources of Factual Information

The "good and poor buys" were discussed in relation to their labels and to information individual girls had obtained when purchasing the garment.

*The three purchases of each girl are also tabulated and described in her case study (p58-103).

Garment to be Purchased

Name _____ Date _____

1. Name of article chosen to buy. _____ Price Limit _____
2. Give reasons why you chose to shop for this garment.

The following agencies which promote and use labels as a part of their service to the consumer were discussed and evaluated: Good House-keeping certification, Federal Trade Commission regulations, Wool Labeling Act, informative labels and labor standards labels. The girls seemed interested. They unified what information they had and asked questions on terms they had read or seen and did not understand.

The pupils looked through books, pamphlets, and magazine articles and became acquainted with sources of information available on buying ready-made clothing. They became aware of the vast number of sources. A list of references was given to each girl, listing general information and information about the individual garments they had chosen to buy (p.25). References, with information about individual garments which pupils had not chosen, and listed for the benefit of other teachers (p. 33). During the next three days, each pupil read and took notes on her particular garment. These notes, accumulated from day to day, were used later in making a buying guide. A towel buying guide was shown to them, to give them an idea of how to make one (p. 34). So that they might be able to know in advance which garments would be a good or a poor buy, a more detailed study was planned for the following day.

The teacher gave the pupils a label from a garment with one particular term underlined. Out side of class each pupil read about the term designated on her label, and prepared a report which she gave the next day.

Lesson IV, Descriptive Terms about Materials

First, each girl reported on the label term designated on the label given to her. The terms covered were: 100 per cent virgin wool, sanforized, permanently creased resistant, guaranteed washable, Lumina material, vat dyed, acetate rayon, certified by Good Housekeeping, runproof and full

REFERENCES USED BY THE PUPILS DURING THE UNIT IN OBTAINING INFORMATION ON A PARTICULAR SUBJECT

	I	II	III	IV	V	VI	VII
	Labels and other sources of factual information about buying clothing.	Stores and their practices, Government Regulations	Materials	Construction	Shopping practices	Hose and Socks	Blouses and Sweaters
Baldt, Laura. <u>Clothing for Women</u> . New York: J.B.Lippincott Company, 1941. 550 p.	x	x	x	x	x		
Barker, Clara Wright and Anderson, Ira Dennis. <u>Principles of Retailing</u> , 2nd Edition. New York: McGraw Hill Book Co., Inc. 494 p.	x	x			x		
Baxter, Laura and Latzke, Alpha. <u>You and Your Clothes</u> . New York: J. B. Lippincott and Company, 1943. 556 p.	x	x	x	x	x	x	x
Baxter, Laura; Justin, M. and Rust, L. <u>Our Clothing</u> . New York: J. B. Lippincott and Company, 1943. 185 p.	x	x	x	x	x	x	x
Baxter, Laura and Latzke, Alpha. <u>Today's Clothing</u> . New York: J. B. Lippincott and Company, 1949. 545 p.			x	x	x	x	x

I	II	III	IV	V	VI	VII
Labels and other sources of factual information about buying clothing	Stores and their practices, Government Regulations	Materials	Construction	Shopping practices	Hose and Socks	Blouses and Sweaters

"What Labels Tell Us About Goods we Buy", Practical Home Economics, 12:320-321.

Coughlin, W. E. "Fabrics for 1949". Good Housekeeping, January 1949

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Dana, Margaret. Behind The Label. Boston: Little, Brown and Company, 1941. 255 p.

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Dall, Williams B. "Enter a New Era of Informative Labeling," Textile World, February, 1941. 91:80-81

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Edwards, Alice L. "Why is There a Returned Goods Problem?" National Consumers News. 2: 9, June 25, 1935.

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Eastman, Marjorie. "Buying Fabrics for Clothing". Ext. Service Michigan State College. Revised Edition. 1941, 11 p.

x

I	II	III	IV	V	VI	VII
Labels and other sources of factual information about buying clothing	Stores and their practices, Government Regulations	Materials	Construction	Shopping practices	Hose and Socks	Blouses and Sweaters

Friend, Mata R. and Shults, Hazel. A First Book in Home Economics. New York: D. Appleton-Century and Company, 1941. 687 p.

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Brasie, Muriel. "Consumer Speaks about Blouses." Journal of Home Economics, 40:64-6, February, 1948.

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Chapman, Lee. "Freedom From Laundry." Good Housekeeping. 24: 128. February, 1947

x

Craig, Hazel T. and Rush, Ola D. Clothes With Character. Boston: D.C. Heath and Company, 1946. 277 p.

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Craig, Hazel T. "Know Your Fabric Finishes." Practical Home Economics, p 343, October, 1942.

x

Coles, Jessie V. "When We Buy at Sales," Practical Home Economics, Volume 13 (1935), p.72-73

x

I	II	III	IV	V	VI	VII
Labels and other sources of factual information about buying clothing	Stores and their practices, Government Regulations	Materials	Construction	8 Shopping practices	Hose and Socks	Blouses and Sweaters

"Government and Consumer Buyer", Practical Home Economics.
13:204, 1935.

x

"How Standards Help The Consumer to Buy Intelligently."
Practical Home Economics, 13:1
13:171-178

x

x

Hamblen, Stewart B.
and Zimmerman, G.
Frank. Wise Spending.
New York: Harpers
and Brothers, 1941. 488p.

x

x

x

Household Finance Cooperation. Better Buymanship, Use and Care of Fabrics.
Booklet No. 23. Chicago,
1948. 40 p.

x

Household Finance Cooperation. Better Buymanship, Use and Care of Hosiery.
Booklet No. 24, Chicago,
1947. 32 p.

x

I	II	III	IV	V	VI	VII
Labels and other sources of factual information about buying clothing.	Stores and their practices, Government Regulations	Materials	Construction	Shopping practices	Hose and Socks	Blouses and Sweaters

Meloche, Gladys. Buying Hosiery For The Family. University of Wisconsin, Ext. Service. May, 1941. 15 p.

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Miller, Frances and Laitem, Helen. Personal Problems of the High School Girl, 2nd Edit. New York: John Wiley and Sons, 1945, 433p.

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National Educational Association. Using Standards and Labels. 1945, 126 p. x

Potter, Maurice David. Fiber to Fabric. New York: Gregg Publishing Company, 1945, 314 p. x

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"Price Tags," Consumer Guide, January, 1946 x

Reid, Margaret G. Consumer and the Market, 2nd Edit. New York: F.S.Craft and Company. 1939. 600 p.

x

I	II	III	IV	V	VI	VII
Labels and other sources of factual information about buying clothing.	Stores and their practices, Government Regulations.	Materials	Construction	Shopping practices	Hose and Socks	Blouses and Sweaters

Reich, Edward and Seigler, John. Consumer Goods. New York: American Book Company, 1937. 526 p.

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Rothbone, Lucy and Tarpley, Elizabeth. Fabrics and Dress. New York: Houghton Mifflin Company, 1943. 430 p.

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Ryan, Mildred Graves. Your Clothes and Personality. New Edit. New York: D. Appleton-Century and Company, 1942. 389 p.

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Scott, Clarice L. "Labels on Clothes We Buy," Journal of Home Economics. 6:546-550. November, 1934.

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Sommerfield, Edna. "Clothing Shoppers Guide," Vermont Agricultural Extension Service Brieflet. 1946. 1 p. mimeographed.

x

I	II	III	IV	V	VI	VII
Labels and other sources of factual information about buying clothing.	Stores and their practices, Government Regulations.	Materials	Construction	Shopping practices	Hose and Socks	Blouses and Sweaters

"Tags and Labels,"
Good Housekeeping,
 123:127, December,
 1946.

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Trilling, Mable, Eberhart, Kingman, Nicholas, Florence. When You Buy. New York: J.B. Lippincott and Company, 1938. 401 p.

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x

x

Trilling, Mabel and Nicholas, Florence. You and Your Money. New York: J.B. Lippincott and Company, 1944. 371 p.

x

x

x

Books, Pamphlets, Magazine Articles Which Could Be Used By Pupils When
Buying Garments Other Than Those Bought in the Clothing Buying Unit
in This Study.

- "Buying and Caring for Foundation Garments." Good Housekeeping, 124: 178,
May, 1947.
- "Don't Expect Too Much From your Shoes." Consumer Guide, April, 1946.
- Feet and Shoes Foundation of Style. Extension Service Iowa State College,
Ames, Iowa. January, 1939. 19 p.
- Helps in Buying Clothing. Extension Service University of New Hampshire,
Durham, N. H.
- Meloche, Gladys. Shoes for the Family. Extension Service University of
Wisconsin, Madison, Wisconsin. Circular 318, May, 1941. 8 p.
- "Pajamas Join the Standards Procession." Consumers Guide, June, 1938.
- Ramsay, Elizabeth C., and Kendall, Helen W. "Selecting a Slip." Good
Housekeeping. December, 1948. 123: 142-143.
- Scott, Clarice L. Women's Dressed and Slips, A Buying Guide. U.S. Depart-
ment of Agriculture. Bulletin 1851. Washington, D. C. September,
1940. 22 p.
- Shelby, Helen. Costume Slips. University of Maryland Extension Service.
College Park, Maryland. Circular No. 120. July, 1937. 5 p.
- Shoes, Better Buymanship, Use and Care. No. 5, Fourth Division, September,
1948. 30 p.
- Thompson, Henrietta and Young, Louise and Hover, Virginia. "Underwear for
the High School Girl." What's New in Home Economics. p. 26. October,
1941.

New York University
School of Education

Department of Home Economics
Family Finance Class

Dish Towel

Fiber

Linen

Line flax - long fibered, round, smooth thread. . . . _____
Tow linen - short fibered, loose weave _____

Linen and cotton _____

Linen and spun rayon _____

Cotton, specially treated, loosely spun. _____

Cotton and spun rayon. _____

Cotton, linen and spun rayon _____

Yarn - smooth, soft, butnot fuzzy _____

Cloth - pliable, light _____

Construction

Weave

Plain _____

Twill _____

Coarse and open - for general purpose _____

Fine and close - for glass and fine china _____

Selvages - reinforced _____

Hems Neally folded back. _____

Stitched with strong thread _____

Backstitched at edges _____

Colors

Boilproof _____

Background

White _____

Cream _____

Unbleached _____

Trim

Blue _____

Red _____

Green _____

Size _____

Price _____

Store _____

fashioned hose. Each report was commented on, and questions were asked and answered in discussion form. This experience seemed helpful. The pupils' first acquaintance in class with the descriptive terms about materials was in seeing them on a label rather than in a book or in a list of descriptive terms. Each pupil had read about one term and had reported it to the class. Individuals selected their sources from the reference list which had been given to them. In this experience each of the girls learned from other girls. The following points which a good, informative label should contain were discussed: type of material, construction, how it will wear, how to care for it, and the manufacturer.

Looking at a variety of materials through a magnifying glass seemed to make them conscious of the weave, fiber and finish of materials. They said that they had never realized how materials were actually woven or how they really looked. Again the actual materials, plus book information, were used to arrive at an objective. The burning test on acetate and viscose rayon, cotton, wool and silk, demonstrated by the teacher, made the pupils aware of a method of testing materials. Through this they gained some ability in recognizing fabrics, their quality and fiber content. The writer thinks that this will help them to understand the "hows" and "whys" of caring for garments made from a particular type of fabric. It gave the pupils a glimpse of another phase of information and aroused their interest.

Problems for two days were planned ahead. They covered the construction points to look for in garments and the practices of stores and customers which affect prices of clothing. Each pupil was to report on a different phase of these subjects. It was hoped that from these reports the girls would begin to realize the effects their shopping practices and store practices have on prices of clothing.

Lesson V. Good and Poor Construction Points of Garments

Three girls reported on construction points to look for when shopping for ready-made clothing. Each girl had read different sources and found different information. An attempt was made not to repeat any points. As each girl reported they added any new information not reported by the previous girl. They learned new points and unified their thinking before they actually looked at the garments.

Worn garments, which had been brought in by the pupils, and new garments, borrowed from stores, were brought in by the teacher. The garments were examined in relation to style, price and material for the following points of construction: seams, buttons, buttonholes, darts, thread, collar attachments, sleeves, trimmings, elastic, straps and belts.

When looking at the garments brought in by pupils they could see how these garments had worn; in looking at the new garments they tried to visualize how these would withstand wear and care. Without both used and new garments the discussion would not have been so meaningful. The girls observed the garments carefully and discussed critically the points of good and poor construction.

Lesson VI. Practices of Stores and Consumers Which Affect the Price of Clothing

Store practices affecting the price, which were covered in the three girls' reports, included: credit, delivery, return policy, variety of goods carried, beauty of store, location of store, and type of services rendered. All of the pupils commented on particular stores in relation to the above points. This made these points more vital and adaptable to real life situations.

Shopping practices affecting the price, included in the four girls'

reports, were: returning garments, handling and soiling goods, taking salespersons time to make up one's mind rather than planning beforehand, demanding more services, pre-season shopping, and fashion and fad. They said they had not associated these practices with the raising or lowering of prices. In the beginning, the comments were chiefly criticisms of other shoppers or salespeople. As the discussion progressed, the girls realized that they used the same practices themselves. They told about errors and good points of their shopping habits. After this they will probably be more aware of their shopping habits, and how these can affect the prices of clothing.

For three days the pupils read information and took notes on points to look for when buying their particular garment. The teacher gave them a towel buying guide, prepared by a college class, as a suggested form which they could follow in organizing their notes. They were to begin, outside class, to make a buying guide for their particular garment and to complete it in the next class period. At this point some of the girls changed from a previous choice of garment to a different one. They changed even though they had to do their reading over and to do their buying guides in a short time. One girl changed from hose to a blouse because her mother purchased her some hose; two girls changed from a blouse and skirt to hose because they just wanted to be with class friends when shopping.

Lesson VII, Buying Guides Made by Each Girl for the Particular Garment to be Purchased

To many of the students, how to translate their reading notes into a buying guide was not entirely clear. On this particular work they needed and asked for a great deal of help from the teacher. A buying guide for some article of clothing rather than for a towel might have been a better.

model for the girls to follow. One on a garment, other than those the girls were going to purchase during the unit, would have included a greater variety of points to look for which pertained to a garment. On the other hand, perhaps they learned more from having to work harder to get results. These pupils seemed to need more experience in reorganizing material for a given purpose. They had to think through the purchase and to set up standards for the garment to be purchased.

The girls chose three or more stores in which they would do their preliminary shopping (Lesson VIII). They were given directions as to when and where to meet to begin their preliminary shopping trip and when and where to meet in order to return to school.

If the girls had not finished their buying guides in class they finished them outside class and discussed them with their parents. Each girl turned in her buying guide to the teacher the following morning at 8:00 a. m. The teacher checked these and in some cases jotted down possible changes which she thought important. If more time had been available, it would have been advantageous for the pupils to have met with the teacher when the guide sheets were being checked, (Buying Guides in the Case Study of Each Girl.)

Lesson VIII. Preliminary Shopping Trip

Because the school, where the unit was taught, was a demonstration school where senior students were doing teacher training, the teacher had two other home economics teachers who could assist her on the shopping trip to make the final purchase. A home economics teacher in any high school would be able to carry on this project in a similar manner if she had mothers of the girls or other women to help her.

At 12:45 p.m., at Belk's front entrance, Miss Keller, the supervisor

of student teachers, met Arlene, Lucy and Frances to shop for hose in Meyer's, Lerner's and the Gladys Shop.

At 12:45 p.m., at Belk's front entrance, Miss Brown, a student teacher, met Jean, Velma and Minnie to shop for hose and Sue to shop for socks, in Belk's, Baker's, Meyer's and Lerner's.

At 12:45 p.m., at Belk's front entrance, Miss James, a volunteer teacher working with the class as a part of her thesis, met Gwen and Mary to shop for blouses and Jinx to shop for hose in Prago-Guyes, Belk's Meyer's and Lerner's.

Since the class was separated into three groups with three teachers and might, in shopping, get separated, the writer made typewritten copies of complete directions for the preliminary shopping trip. Each teacher gave each girl in her group a copy of the directions and her checked buying guide.

They met at the time and place designated. Because of the shortage of time, a one-hour class period plus part of the noon hour, it was impossible to shop except in the centralized shopping area in Greensboro, North Carolina. In spite of the teaching about different types of stores, many showed no interest in shopping around and thought they would buy at Meyer's in any case. The teacher required the pupils to check garments in at least three stores, including one department store and one single-line store. The pupils were free to choose particular stores of these types and to choose the type of the other store or stores.

Each girl shopped around and took notes on garments examined. When the shopping time was over, each girl had visited three or four stores. Some of the girls did not feel that they had obtained information on the variety and number of garments necessary to make a wise choice and they continued their shopping later in the afternoon.

The girls filled in their buying guides from notes taken on the shopping trip about garments examined in different stores, and discussed with their parents the choice of a garment to buy. Each girl turned in her buying guide, with notes recorded, to the teacher at 8:00 a.m. the following morning in order that the teacher could check them before the class period.

In the preliminary shopping, the girls were interested in materials, color, size and styles of garments. They eliminated garments not within their price range.

Lesson IX, Purchasing Their Chosen Garment

The pupils met at the place and time designated. Miss Keller and Miss James met them and gave them their checked buying guides and written directions for shopping. A few questions on their choice of garments were raised and discussed. Each girl purchased her chosen garment and met at Belk's at 1:40 p.m. to return to school.

The making of final purchases was supervised by the teacher, but the writer feels that this experience had meaning which will, no doubt, carry over into later shopping. The girls were really eager to make the purchases. They thought over the situation of price and quality and made decisions based on facts. They were to bring the garments, with any labels and tags, to class the following day. Each girl was to tell about her own garment and explain why she had purchased it.

Lesson X, Individual Reports on Garments

Each girl's report on the garment purchased was interesting. They each showed the garment and described it. They stated reasons for the purchase and compared it with others considered. Almost every garment reported

on had different construction points. This was a learning experience in itself. The seven girls who bought hose certainly had a good discussion on who had made the "best buy". After the reports, each girl turned in to the teacher her completed buying guide.

Each girl answered the questionnaire, "Report on Garment Purchased During the Unit", with more understanding than she had the first one (p. 42). This information is compared with the information received from questionnaires about a garment purchased before and after the unit in the evaluation of the unit, (pp. 41-57 and 58-103).

Evaluation of Unit

Three weeks after the clothing buying unit had been completed each girl answered the questionnaire, "Report on One Garment You have Purchased after the Clothing Buying Unit"; the results were compared with clothing purchases before and during the unit (p. 43-44).

They also answered the questionnaire, "Comments on Your Clothing Unit", which gave them an opportunity to evaluate the unit.

Comparison of Garment Purchases Before, During and After the Unit

Before the unit, eight girls purchased their garments at department stores; five at Meyer's and one each at Ellis Stone, Montgomery Ward and Efid's. One girl purchased at Montaldo's, a specialty store, and one purchased at Anne Lewis, a single-line store (Table VI).

During the unit, eight girls purchased their garments at department stores: five at Meyer's, and two at Ellis Stone, and one at Belk's (Table VII). Two purchased at Baker's, a single-line store. No one purchased at a specialty store.

Both before and during the unit, eight girls purchased at department

Report on Garment Purchased During the Unit

Name _____ Date _____

1. Article purchased _____

2. Brand name of article or description _____

3. Price of article _____

4. Name of store _____

5. Type of store _____

6. Information obtained:

Sources of information	Where was information obtained?	How helpful was information?			
		Excel- lent	Good	Fair	Poor
Advertisements					
Clerks					
Labels					
Teacher or other person					

7. What made you choose this particular garment?

REPORT ON ONE GARMENT YOU HAVE PURCHASED
SINCE THE CLOTHING BUYING UNIT

Name _____ Date _____

1. Article purchased _____

2. Brand name of article or description _____

3. Price of article _____

4. Name of store _____

5. Type of store _____

6. Information obtained:

Sources of information	Where was information obtained?	How helpful was information?			
		Excel- lent	Good	Fair	Poor
Advertisements					
Salesperson					
Labels					
Teacher or other person					
Books, pamphlets, magazines					

7. What made you choose this particular garment? _____

8. Other comments on the garment or shopping trip. _____

COMMENTS ON CLOTHING BUYING UNIT

1. What did you like most about the clothing buying unit?

2. What did you like least about the clothing unit?

3. For another class taking first-year Home Economics, should the following phases of clothing be included?

	Yes	No
Buying fabrics.	—	—
Care of garments.	—	—
Making garments.	—	—
Points to look for in buying ready-made clothing.	—	—
Shopping practices.	—	—
Sources of information on clothing buying.	—	—
Store practices.	—	—
Wardrobe planning.	—	—
Other:	—	—

4. Do you like the method of having different assignments for each student and learning from each others reports?

5. Has the garment purchased as a class project given satisfaction you thought it would?

TABLE VI

PRICE PAID FOR LAST GARMENT PURCHASED BEFORE THE CLOTHING BUYING UNIT
AND STORES PATRONIZED

(Ten pupils in first year Home Economics at Curry Demonstration
School, Woman's College of the University of North Carolina,
Greensboro, North Carolina)

Garment purchased before clothing buying unit	Type and Name of Store and Expenditures					
	Specialty	Department Chain			Single Line	
		Ellis Stone	Montgomery Ward	Meyer's	Efird's	Anne Lewis
Suit and blouse				\$40.00	2.00	
Dress suit						Bobbie Brooks \$5.00
Taffeta dress				Jonathan Logan \$12.95	\$14.95	
Shoes		Modern Age				\$8.95
Skirt				\$6.00		
Sweater	\$12.00			\$5.50	\$5.50	
Pajamas						\$3.00
Number of pupils	1	1	1	5	1	1

TABLE VII

PRICE PAID FOR GARMENT PURCHASED DURING THE CLOTHING BUYING UNIT AND STORES PATRONIZED

(Ten pupils in first year Home Economics at Curry Demonstration School, Woman's College of the University of North Carolina, Greensboro, North Carolina)

Garment purchased during clothing buying unit	Type and Name of Store and Expenditures			
	Department Stores		Chain Stores	
	Ellis Stone	Meyer's	Belk's	Baker's
Blouses	Patty Woodard \$6.95		Ship 'n Shore \$2.98	
Hose	Hanes \$1.65			Mar-v-lus \$1.29
		Millay \$1.55		
		Millary \$1.35		
		No-Mend \$1.33		
		No-Mend \$1.50 (marked down \$1.29)		
		No-Mend \$1.29		
Socks				Golden Fleece \$.49
Number of pupils	2	5	1	2

stores: five of them at Meyer's, the largest store. Fewer stores closer together were patronized during the unit because of the shortage of time. If more time had been available for preliminary shopping by the class, a greater number of stores could have been visited. If more garments could have been examined, perhaps there would have been a greater realization that it was not the store that was important, but the quality and price of the article.

After the unit, five pupils purchased at department stores: three at Meyer's and two at Belk's (Table VIII). Four purchased at single-line stores: one each at Youth Center Store in Winston-Salem, Prago Guyes and Baker's in Greensboro, and a shoe store in Roanoke, Virginia. One girl had not purchased a garment during the three weeks after the unit. After the unit, there were fewer department stores and more single-line stores patronized than either before or during the unit.

The variety of garments purchased and the amount of money spent were greater before and after the unit than during the unit. This was probably because some girls had purchased these garments with their mother's help. Before the unit, the most expensive items purchased were: a suit and blouse--\$42.00, and two taffeta dresses -- \$14.95 and \$12.95. Three girls purchased sweaters: one costing \$12.00, the other two \$5.50 each. Three girls listed brand names for garments purchased. During the unit, the most expensive items purchased were two blouses which cost \$6.95 and \$2.95. Seven girls purchased hose, ranging in price from \$1.29 to \$1.65. All girls listed brand names for the garments purchased. This was probably due to the awareness of brand names after having discussed them in class. The newness of hose in the wardrobe for this age group and the desire to shop with friends influenced many to buy this particular item. After the class unit, the most expensive items purchased were: a suit --

TABLE VIII

PRICE PAID FOR GARMENT PURCHASED AFTER THE CLOTHING BUYING UNIT AND STORES PATRONIZED

(Ten* pupils in first year Home Economics at Curry Demonstration School, Woman's College of the University of North Carolina, Greensboro, North Carolina)

Garment purchased after clothing buying unit	Type and Name of Store and Expenditures					
	Department chain		Single line			
	Meyer's	Belk's	Baker's	Prago	Shoe Store	Youth's Center
				Guyes	Roanoke, Va.	Winston-Salem, N. C.
Easter suit					\$18.95	
Dress						\$15.00
Coat		charged no price given				
Shoes:						
Blue pumps					\$9.95	
Blue shoes		\$9.95				
Green shoes and bag				\$7.09 2.00		
Blouse		Patty Woodard				\$4.95
Slip		No price given				
Hose		No-Mend				\$1.29
Number of pupils	3	2	1	1	1	1

*One pupil had not purchased a garment within the three weeks after the clothing buying unit.

\$18.95, and a dress -- \$15.00. Three girls purchased dress shoes, one pair costing \$7.09 and two pairs costing \$9.95 each. Only two pupils knew the brand names. One girl said that her mother charged the article, and she did not know the price. Another said, "Mother paid for it. I do not know how much it cost."

Before the unit, in making their clothing purchases, five girls had used one source of information; three had used two sources; one had used three sources; and only one had used four sources. During the unit nine girls used more sources than before the unit; after the unit four girls used more sources than they had used before the unit.

Number of sources used before unit	Number of Sources Used									
	During					After				
	1	2	3	4	5	1	2	3	4	5
1		xx	xx		x	xx	xx			
2		x	xx				x	x		x
3				x				x		
4					x		x			

The salesperson was a source of information for eight pupils both before and during the unit (Table IX). Before the unit, four pupils thought the information good, three thought it fair, and only one thought it excellent. During the unit, four pupils thought the information excellent, three thought it good, and only one thought it fair. After the unit, five girls used the salesperson as a source of information when shopping; four thought it excellent and one thought it good. They asked more intelligent questions during and after the unit, and they were more capable of obtaining useful information from the salesperson.

Labels were used during the unit as a source of information by more pupils than at the beginning or after the unit. Nine used labels during

TABLE IX

DISTRIBUTION OF PUPILS ACCORDING TO SOURCE AND HELPFULNESS OF INFORMATION BEFORE, DURING, AND AFTER THE CLOTHING BUYING UNIT

(Ten pupils in first year Home Economics at Curry Demonstration School, Woman's College of the University of North Carolina, Greensboro, North Carolina.)

Sources of information used	Helpfulness of information			All pupils
	Excellent	Good	Fair	
Before clothing buying unit				
Salesperson	1	4	3	8
Labels	2	3	-	5
Teacher or other person	4	-	-	4
Advertisements	-	1	-	1
Books, pamphlets, magazines, etc.	0	0	0	0
During clothing buying unit				
Salesperson	4	3	1	8
Labels	5	2	2	9
Teacher or other person	3	-	-	3
Advertisements	2	4	-	6
Books, pamphlets, magazines, etc.	5	-	-	5
After clothing buying unit				
Salesperson	4	1	-	5
Advertisements	2	2	-	4
Labels	2	-	1	3
Teacher or other person	2	1	-	3
Books, pamphlets, magazines, etc.	1	-	-	1

the unit, only five used them before the unit, and only three used them afterward. The increased awareness and alertness to this particular source was probably due to the study of it in class. Most of the girls who used this source for their purchases thought it excellent.

Advertisements were used by only one girl before the unit and she thought them a good source of information. They were used by about half of the girls during and after the unit and were considered good or excellent. The use of advertisements, which was stimulated during the unit, was continued after the unit.

A teacher or another person was a source of information for four girls before the unit and by three girls during and after the unit. Almost all of the girls thought the information excellent.

Books, pamphlets or magazine articles were used as a source of information during the unit by four girls, and they considered it excellent. None of the girls had used these sources before the unit. After the unit this source of information was listed by one girl and she thought it excellent. Perhaps the failure to use it after the unit was due to the fact that it required more effort by the individual than other sources.

The sources of information used by more girls during the unit than before were labels, advertisements, books, pamphlets and magazines. After the unit only a small porportion of girls used books, pamphlets and magazines, and a large proportion used advertisements.

The two girls who had used the salesperson as their only source of information before the unit both used as new sources advertisements and labels during the unit; in addition one of them used the teacher or another person (Table IX A). The

TABLE IX A

SOURCES OF INFORMATION USED BEFORE THE UNIT RELATED TO NEW
SOURCES USED DURING AND AFTER THE CLOTHING BUYING UNIT

(Ten pupils in first year Home Economics at Curry Demonstration School,
Woman's College of the University of North Carolina, Greensboro, North
Carolina)

Sources used before unit	Number of girls	Number of girls using new sources during and after unit				
		Sales- person	Adver- tise- ments	Labels	Teach- er or other person	Books pamph- lets or mag- azines
				(during unit)		
Salesperson	2	-	2	2	1	1
Teacher or other person	2	2	1	1	-	2
Salesperson and labels	3	-	2	-	-	-
Labels	1	1	-	-	-	-
Salesperson and teacher or other person	1	-	-	1	-	1
All sources except books, pamphlets, or magazines	1	-	-	-	-	1
				(after unit)		
Salesperson	2	-	-	-	-	1
Teacher or other person	2	-	-	1	-	-
Labels	1	1	-	-	-	-
Salesperson and labels	2	-	2	-	-	-
Salesperson and teacher or other person	1	-	1	-	-	-

latter used books, pamphlets or magazines as a new source after the unit; thus in making the three purchases she used all five sources of information.

The two girls who had used the teacher or another person as their only source of information before the unit both used as new sources the salesperson and books, pamphlets or magazines during the unit; in addition one used both advertisements and labels; thus using the four sources to make her purchase not used before. She continued to use labels after the unit.

The girl who used labels as her only source of information before the unit; used as her one new source the salesperson, during and after the unit.

Three girls had used salespersons and labels as sources of information before the unit. As a new source, one used advertisements during the unit; one used advertisements during and after the unit; and one used advertisements only after the unit.

The girl who used the salesperson and teacher or another person as sources of information before the unit used as new sources labels, books and pamphlets or magazines during the unit and used advertisements as a new source after the unit. She used all five sources of information in making her three purchases.

The one girl who had used all sources of information except books, pamphlets or magazines as sources of information, before the unit, used this one new source during the unit; thus using all five sources at this time.

No one had used books, pamphlets or magazines as a source of information before the unit; five girls used them during the unit and another girl used them after the unit. All five sources were used by one girl.

in making her purchases during the unit and by three other girls in their three purchases. The girls who used two or more new sources during and one new source after the unit were the six girls who before the unit had used as sources of information persons rather than printed matter.

As for the reasons given for purchasing the garments before the unit nineteen were related to the person, four were related to wardrobe, season or occasion, and nine were related to garments alone (Table X). Relation to person was the chief reason considered in purchasing suits, blouse, taffeta dresses, shoes, skirt, sweaters and pajamas.

During the unit most of the reasons for purchasing hose, socks and blouses were related to the garment. Only four reasons were related to the person alone, and only four related to wardrobe, season or occasion. After the unit, ten reasons given for purchasing the garments were related to the person alone, five were related to the garment, and three were related to the wardrobe, season or occasion; both the variety of garments purchased and the reasons for purchasing were similar to those given before the unit.

The main reasons when buying a garment before and after the unit were related to the person; the main reasons when buying a garment during the unit were the qualities of the garment. This was probably due to the stress on qualities to look for when purchasing garments and to the particular garments purchased. It is interesting to note that the girls who purchased socks and hose during the unit thought about them in relation to wardrobe, season or occasion, and to the person; while those who bought blouses, with one exception, did not mention these points.

The writer believes that a clothing unit should include points relating to garments which the pupils tend to neglect, as well as points relating to the person, wardrobe, season or occasion in which the pupils

TABLE X

REASONS FOR PURCHASING GARMENTS BEFORE, DURING, AND AFTER THE CLOTHING BUYING UNIT

(Ten pupils in first year Home Economics at Curry Demonstration School, Woman's College of the University of North Carolina, Greensboro, North Carolina)

Reasons for Purchases	No. of pupils stating a given reason				
	Before unit		During unit		After unit
	For all garments	For blouses	For socks and hose	For all garments	For all garments
Relating to person alone					
Need it	5		2	2	5
Wanted it	4				4
It fit me	4				
Color becoming to me	3				
Liked it	2		1	1	1
Color I liked		1		1	
Mother thought style becoming	1				
TOTAL	19	1	3	4	10
Relating to garment alone					
Good buy for money	1		1	1	1
Made well		1		1	1
Color fast		1		1	
On sale	3				
Good qualities			1	1	
Serviceable	1		1	1	1
In style	1	1		1	1
Material good	1	1		1	
Pretty or cute	2	1		1	
Liked color of garment		1	1	2	
Cheapest in which I found all good quality		1		1	
Good for amount of money I had to spend			1	1	
Liked sheerness of hose			1	1	
Had a pair of same shade with run in one					1
TOTAL	9	7	6	13	5
Relating to wardrobe,					
Season or Occasion					
Good to use in sports			1	1	
Goes with spring outfit			1	1	2
I need it for a party	1				
Want them to go with my tan suit			1	1	
Suited to occasion	1				
Suited to season	1				
More things go with it	1				
Colors go with other clothes in wardrobe			1	1	
TOTAL	4	0	4	4	3

seemed chiefly interested.

Pupils' Comments on The Unit

The one thing the girls liked most about the clothing buying unit was the shopping trip. Seven girls listed it and only one listed each of the following: learning about good labels, looking at materials through a magnifying glass, and qualities of garments and fabrics.

They had greater difficulty deciding on things they liked least, and the answers were more varied. Two listed, "not interesting", and one each listed "looking up so much junk", "having to take notes", "writing up questionnaires", and "discussing articles after purchases, but I guess it was necessary." Four made no statement. Of the fourteen pupil experiences listed by the teacher, five were listed by the girls as being the most interesting parts of the clothing buying unit, and three were listed as being the least interesting parts.

With one exception, they thought that all of the phases of clothing work listed should be included for another class taking first year home economics. One girl thought buying of fabrics and making garments could be omitted. The phases all ten wanted were: care of garments, points to look for in buying ready-made clothing, shopping practices, sources of information on clothing buying, store practices and wardrobe planning. No one suggested new phases of clothing which should be included.

Eight pupils said that they liked the method of having different assignments for each pupil and learning from each other's reports; two said that they did not like this method. Seven pupils thought the garment they had purchased during the unit had given them the satisfaction they thought it would; one said that it had given partial satisfaction, and another said that it had given more satisfaction than she had expected.

From answering the questionnaires from which preceding information

was obtained, the pupils probably unified their concepts of their shopping experiences and the knowledge gained during the clothing unit. They seemed to have broadened their outlook concerning clothing buying and saw the purchasing of the garment after the unit in relation to their other clothing. It is hoped that in the future they will apply the knowledge gained during the unit to their real life situations.

CHAPTER IV

THE PUPILS

To follow the growth and changes in pupils is important in seeing the effect and value of a particular series of lessons. A case study of each girl based on the information obtained about her from the questionnaires, class work and observation is reported. A substitute name is used for each girl.

Mary

Members of Mary's family were: father, a foreman in a stereotype department; mother, a homemaker; and one brother, age six. She had an allowance but did not buy any clothing with it. Each of her shopping trips was planned with the help of someone else. Sweaters, skirts, blouses, playclothes, hose, socks, underwear and pajamas were purchased alone. Everything else was purchased sometimes alone and sometimes with her mother's help. She was aware that some of her clothing purchases had been poor. She said, "Yes, I bought a blouse, and the first time it was washed there was nothing left but pieces."

Her last purchase of clothing had been pajamas -- blue cotton with white lace, for \$3.00 at Anne Lewis, a single-line store. Reasons given for purchasing these were: "I wanted them, and at the time I thought they were cute. They were a pretty shade of blue." When purchasing these the salesperson was the only source of information, and Mary considered it fair.

The garment she chose to purchase during the unit was a sport, short-sleeve blouse, size twelve, with a price limit of \$3.00. Her mother said she could have the money.

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While the class was studying materials and construction, she made the following comments: "This is so funny looking through a magnifying glass. Goodness, these panties are all different kinds of knit. You need double stitching around that lace and on the seams of that satin slip. The straps on the slip are too short." It was at this point that Mary became interested in class activities. Up until this time she had not seemed interested, perhaps partially due to her inexperience in buying clothes. At times she seemed tired and listless. Her mother was sick, and she had taken extra responsibility at home.

Her report on construction of garments was fair. She said that she had read the book, but her report did not include much information. She gave the following comments about the subject of the report: "When I buy a blouse I don't go and read on it; I just look." "I notice how a garment looks on the outside." "You should look at the buttons: the ones they make now will not wash." Later, she tried to gain knowledge and apply it to her specific garment for it seemed more real to her, and she worked with a desire and a purpose in making her shopping guide (p.60).

When the time came for the preliminary shopping trip, she was not concerned with shopping with a particular friend. She was the type of person who was friendly with everyone.

She purchased, during the unit, a blouse -- white, short-sleeve, sporty shirt waist, brand name, Ship 'n Shore, for \$2.98 at Belk's, a department store. She had not used the salesperson as a source of information, although she had used this source before the unit. She used advertisements, labels, and the teacher or another person and considered them all excellent. Reasons for purchasing the particular blouse were as follows: "A white blouse is always handy; it is double stitched and has good buttons and buttonholes; the shirt tail is long enough; it is san-

MARY'S SHOPPING GUIDE FOR A BLOUSE

Name of store	<u>Prago-Guyes</u>	<u>Lerner's</u>	<u>Meyer's</u>	<u>Belk's</u>
Price	\$2.98	\$3.98	\$4.95	\$2.98
Color	white	white	white	white
Size	12	12	12	12
Brand	none	none	none	Ship 'n Shore
Kind of material	cotton broadcloth	batiste	cotton percale	cotton broad- cloth
Buttons-good or bad	good	fair	fair	good
Button holes- good or bad	medium	poor	poor	good
Weave of material	plain	plain	plain	plain
Twist of yarn	soft, fuzzy	medium soft	medium tight	tight
Darts-good medium or poor	medium	medium	good	good
Shirt tail long enough	yes	?	yes	yes
Collar attached- good or bad	good	good	medium	good
Stitching even	fair	not always	not always	yes
Thread correct color	yes	x	yes	yes
Fast color		x	yes	yes
Trimmings good or poor	none	none	none	none
Length of sleeves	short sleeves	short sleeves	short or long sleeves	short or long sleeves

I chose the one at Belk's to buy

forized and colorfast; it was cheaper than many other blouses I looked at and had the qualities desired."

After the unit, Mary purchased a slip -- white, with lace around the top, at Belk's a department store. She said: "I don't know the price because I didn't pay for it myself." When she made the purchase, she obtained information from books, pamphlets and magazines which she considered excellent. Reasons for the purchase were: "I need it for Easter, and I wanted it."

Mary had not bought clothing with her allowance, had not planned for clothing alone, and planned only for each shopping trip. However, she had bought many garments alone. Because of this she did not seem interested in the beginning, but as the class progressed she became eager to learn. She wanted to go to work and finish a task, but she was not always willing to take time to do it well, or may not have had time to do it well because of extra responsibilities at home due to her mother's illness at this time. She asked questions and contributed to class discussions. During the unit she had more specific reasons for her choice than anyone else; she used the following sources and considered them excellent: labels, teacher or another person, and advertisements (Table XI). After the unit she did not know the price of the garment she purchased because her mother paid for it. She used books, pamphlets or magazines, the only one of the five sources which she had not previously used. She is the only girl who used them after the unit.

Gwen

Members of Gwen's family were: her father, a distributor of commercial refrigeration; and her mother, a homemaker. She was an only child, age fifteen. She had spending money given to her, and she bought a portion of her clothes with it. She planned each shopping trip, sometimes

TABLE XI
MARY'S THREE PURCHASES

Items listed about garments	Before Unit	During Unit	After Unit
Article of clothing	pajamas	blouse	slip
Brand name	- - - -	Ship 'n Shore	- - -
Color	blue	white	white
Price	\$3.00	\$2.98	- - -
Name of store	Anne Lewis	Belk's	Belk's
Type of store	single-line	chain department	chain department
Other:	cotton with white lace	short-sleeve sporty	white lace aroundtop
Sources of information:			
Salesperson	fair		
Advertisements		excellent	
Labels		excellent	
Teacher or other person		excellent	
Books, pamphlets or magazines			excellent
Reasons for purchase:			
	wanted them thought they were cute pretty shade of blue	handy double stitched good buttons and buttonholes shirt-tail long enough sanforized color fast cheaper than most for quality	needed it wanted it

alone and sometimes with her mother's help. Seasonal shopping was always planned with her mother's help. Gwen had shopped for hose, and underwear alone; for lingerie, playclothes, blouses, skirts, and sweaters she sometimes shopped alone and sometimes with her mother's help; all other garments were purchased entirely with her mother's help.

Her last purchase of clothing was shoes -- brown loafers, brand name, Modern Age, for \$8.95 at Ellis Stone, a department store. She purchased the shoes because she thought they were pretty and would be serviceable. When she purchased the shoes she had information from the salesperson, and she thought it good.

At first, the garment she chose to purchase during the unit was a pair of brown, seamless hose, size 8½, with the price limit \$2.00. She wanted to purchase them because "there was a run in her only pair of hose". Because her mother had an unexpected opportunity to buy the short length and small size hose which Gwen needed, she changed her plans and chose to shop for a white, dressy, cotton blouse with a price limit of \$6.00. The reasons for her choice were: "I need it, and I like that kind". Gwen was careful to explain in detail that she changed the garment to be purchased because her mother had purchased the hose. She always asked questions to be sure she understood everything or had heard a statement correctly.

She discussed many phases of clothing in relation to her personal clothing and was critical of construction. When we discussed buying clothing she said, "Spalding is supposed to be a very good type of shoe, and I bought a pair. Look at them, now they're all stretched." As construction of garments was discussed, she made the following comments, "This blouse is not so full-cut as that one; the buttonholes aren't so good; I have a brassiere similar to that one, and it has pulled out at the seams." When we were looking at the materials, she was intrigued by them. She asked

why the pupils could not do the burning test. She said that she purchased many times at Ellis Stone because she could charge there, and it was handy, but she realized that it was more expensive.

Her report on store practices which tend to raise prices was good. She gave the following points: style shows, specialist visiting stores, location of store, fancy decoration and window displays, special deliveries, the store letting shoppers return goods, and charge accounts. Her shopping guide was not clear in many instances. She was glad to re-organize it when the teacher talked to her about it and showed some originality in the way she did it. (p.65). When she was doing preliminary shopping for her garment, she asked questions concerning price and kept within her price range. She noticed most often the style and fit of blouse and the kind of buttons.

During the unit, she purchased a white, cotton batiste blouse with lace trimming and tucks, size 12, brand name Patty Woodard, for \$6.95 at Ellis Stone, a department store. She had a preconceived idea that Ellis Stone was "the place to buy". In shopping around she realized that other stores had interesting garments to offer. In fact, she found that the brand she liked best at Ellis Stone was carried in another store at a lower price. She shopped around to find the style she liked in a less expensive store but could not find it. Information was obtained from advertisements, which she thought good; from labels, which she thought fair; and from magazine articles, books, and pamphlets, which she thought excellent. The reasons she gave for choosing this blouse were as follows: "I need a blouse; it is the style I like best; it is the color I want." She was greatly pleased with her blouse, and the other girls admired it. She explained to them the other styles of blouses available.

After the unit, Gwen purchased a pink cotton blouse, peasant style,

GUIDE SHEET FOR BLOUSE PURCHASER - GWEN

Garments Examined During Preliminary Shopping

<u>Prago-Guyes</u>	<u>Belk's</u>	<u>Meyer's</u>	<u>Ellis-Stone</u>
I saw several rayon blouses ranging in price from \$4.98 to \$10.98. They had a small variety of cottons about 4 styles with set in lace. The quality was not too good and the seams were not constructed well. The prices were \$3.98 to \$5.98. They were fairly pretty. The buttons were good on some of the rayon blouses but the button holes were average.	One blouse with jabo attracted my eye but was made of a poor quality of batiste and was poorly constructed. I tried on a blouse of cotton batiste. It had 2 rows of ham-burg across the front and on the sleeves. Elastic in the sleeves was a little tight. The stitching was poor. The price was \$5.95. Button holes weren't too good.	They showed about 6 or 7 different styles in batiste blouses, all Patty Woodard. The blouses contained a lot of lace and glass buttons down the back. The price range was from \$3.98 to \$7.98. One with a pointed collar attracted my eye. It was sweet. The price was \$5.98. The construction and quality seemed to be good.	Blouses by Patty Woodard. One in particular contained lace in rows going down the front and inserted in the sleeves. The Peter Pan collar was edged in lace. The size 32 fit was perfect. The price was \$6.95. The construction was better than most blouses I saw. Glass buttons were the only big fault.

I will purchase this one.

Good Qualities Checked for Blouses I Examined at Various Stores

	<u>Prago-Guyes</u>	<u>Belk's</u>	<u>Meyer's</u>	<u>Ellis-Stone</u>
Material				
Cotton Batiste	x	x	x	x
Cotton and rayon				
Rayon				
Silk				
Cotton broadcloth				
Construction				
Buttons	x		x	x
Button Holes			x	x
Hems and Seams	x		x	x
Neatly hemmed	x			x
Stitched with strength		x		x
Back stitched		x		x
Pre-shrunk				?
Good seams	x	x	x	x
Good fit				x
Right style (I liked it)			x	x

Blouse at Ellis-Stone was purchased.

size 12; brand name, Patty Woodard; for \$4.95 at Belk's, a department store. She received information from the salesperson and considered it excellent. She purchased it because she liked the color, style, and construction; it looked serviceable, and she needed it. She said the one she had purchased during the unit, with the same brand name, had seemed good, and it had laundered well.

In relation to the other girls, Gwen had had only a medium amount of independence, but she apparently had had better guidance than some. Being the only child she might have had more money to spend for clothing than the other girls. Gwen had had only spending money and had shopped for few garments alone. She was attentive in class and did her assignments. Her answers to questions were thoughtful. She was a little inclined to be babyish and to ask for opinions and help unnecessarily. During the unit, size, style and color were the new factors mentioned about the blouse other than the ones mentioned in the purchase of shoes (Table XII). She used three new sources of information; labels, advertisements, and books, pamphlets or magazines. She was discriminating in her evaluation of these sources; however, after the unit she went back to using only the salesperson as a source of information. Before the unit, she felt that Ellis Stone was the only store at which she could buy. During the unit when she was required to shop around, she found that the brand she liked at Ellis Stone was carried by another store at a lower price, but she could not find the style she liked except at Ellis Stone. After the unit she purchased a blouse of the same brand and succeeded in finding it at a store other than Ellis Stone. Thus, the clothing buying unit directly influenced a later purchase of hers. New points mentioned about this blouse were construction and launderability.

TABLE XII
 GWEN'S THREE PURCHASES

Items listed about garments	Before Unit	During Unit	After Unit
Article of clothing	shoes	blouse	blouse
Brand name	Modern Age	Patty Woodard	Patty Woodard
Color	brown	white	pink
Price	\$8.95	\$6.95	\$4.95
Name of store	Ellis-Stone	Ellis Stone	Belk's
Type of store	Department	Chain Department	Chain Department
Other:		size 12 white batiste lace and tucks as trimming	size 12 peasant style cotton
Sources of information:			
Salesperson	good		excellent
Advertisements		good	
Labels		fair	
Teacher or other person			
Books, pamphlets or magazines		excellent	
Reasons for purchase:			
	thought they were: pretty serviceable	need it style liked best color wanted	liked color, construction looked servic- able other blouse with same brand name laundered well

Sue

Sue was the only girl in the class who was fourteen years of age and the youngest girl in the class. Other members of her family were: father, traveling salesman; mother, a homemaker; and one younger brother, age thirteen. She had both spending money and an allowance, and she bought a part of her clothing from both sources. Each shopping trip was planned sometimes with help and sometimes alone. Seasonal shopping was planned always with help. All the articles of clothing except sweaters, blouses, underwear, hose, socks and gloves were purchased with help. She had apparently received careful guidance in her clothing planning and purchasing.

The last garment purchased was a sweater -- yellow, cashmere, long-sleeve cardigan, for \$12.00 at Montaldo's, a specialty store. When she made the purchase, she received information from advertisements, a salesperson, labels, and a teacher or another person. She considered all this information good. She bought this particular garment because: it was a good sweater, on sale, she needed it, and it went well with her clothes; the color was becoming to her; and her mother thought the style looked best on her.

Sue chose socks to purchase during the unit, price limit \$.75. She wanted to shop for them because she needed them.

At first Sue giggled and did not seem interested. About the third day she became fully aware of what was happening and became enthusiastic. About shopping she made these comments: "What makes me sick is for a clerk to say how many dozens she has sold of a special garment and then try to sell me one. You know everyone in Greensboro has one just like it." "Montaldo's certainly sells things higher; I checked that myself." She thought when we used a magnifying glass to examine fibers and weaves

of materials that it would be nice to buy one for herself. She asked, "How do they weave this waffle pique?" Then she made these comments: "Look at this, it goes crosswise. This is a piece of your skirt, isn't it? You would never know it was like this by just seeing it on you. I don't think any of the rayon is very good." Sue was very observant. In the discussion on labels she said, "Yes, I've seen labels with one hundred per cent wool, one hundred per cent rayon, and a sweater label which listed the per cent of rabbit hair and wool." She asked about a special book on the subject of people returning goods when we were discussing shopping practices. She made some good contributions during this discussion. Some of these were: "Many people take garments home and then don't like them and return them. Sometimes they are soiled, then the store must mark them down in price. Some of these sales aren't really sales; they just do that to make you think you are getting a bargain. Have you ever been in a store and waited and waited for the salesperson, and all the time she had been looking with ~~one~~ person for a particular item?"

In speaking of her buying guide, Sue said: "You know when we do something like this, I feel I'm getting somewhere." She made one of the better buying guides and typed it neatly (P. 70-71).

During the unit, she purchased a pair of socks: white wool, nylon and cotton mixture, brand name, Golden Fleece, for \$.49 at Baker's, a single-line store. All five sources of information used: books and pamphlets, which she considered excellent; advertisements, labels and the teacher or another person, which she considered good; and a salesperson, which she considered fair. She purchased this particular pair of socks because: "They would be good for tennis; I had to buy these from my allowance, and I couldn't pay more than \$.75. They had all good qualities of more expensive ones. I feel they were a good buy for the money."

SHOPPING GUIDE FOR SOCKS - SUE

Fiber				
Cotton		x 65%	mercerized	
Nylon	x 100%	x 20%		x 35%
wool		x 25%		x 65%
rayon				
mixture		x		x
Yarn				
smooth, tightly woven		medium	x	angora cuff
loosely twisted				x
spun	x			
Knit				
plain	x	x	x	x
mesh				
ribbed	x (tops)			
Pre-shrunk				
	x	may stretch	x	didn't say
Reinforcements				
heel	x	x	x)with	x
toe	x	x	x)nylon	x
Construction				
tops - genuine ribbed	x	x		x
machine ribbed (sewed)				
automatic machine			x	
No loose threads	x	x	few loose threads on cuff	x
Weave				
compact			x	
tops regular and elastic	x	x not	x	x
or flexible	x	x elastic	x	x
Color				
Colorfast	x		x	x
actual color	white	white	white	white
Size the stores have				
	10 $\frac{1}{2}$ only	even sizes	half sizes	half sizes
Desired size (little longer than foot)				
	9 $\frac{1}{2}$	10 or 9*	9 $\frac{1}{2}$	9 $\frac{1}{2}$
Price				
	\$.89	\$.49	\$.35	\$1.50
Store				
	Belk's	Baker's	Lerner's	
Brand Name				
	Phoenix	Golden Fleece	Lerner Sox	Mavis

SHOPPING GUIDE FOR SOCKS - SUE (Continued)

Comments

Appear	Heavy to	Thin and
to be	buy this	I don't
nice	late in	particularly
pair of	season	like the
socks.		style
Will last		

*is
desirable

After the unit, Sue purchased a pair of navy blue opera pumps for \$9.95. She had selected them from a picture and description, and then her father, who is a shoe salesman, purchased them in Roanoke, Virginia. Sue said that she wore a "C" width, and it was hard to get them, and that this store had the width needed. She considered the information from her father and from the catalogue good. She chose these particular shoes because she wanted them, and they would go with her Easter outfit.

Sue, the youngest girl in the class, worked with a purpose in mind. She asked for a book on a particular subject to help her in solving a class problem. She made a good buying guide and a good purchase which gave her a feeling of pride. Before the unit, she was the only girl who used four sources of information; during the unit, she was the only girl who used all five sources, the new one being, books, pamphlets and magazines (Table XIII). She was discriminating in her evaluation of the sources. After the unit, she selected a pair of shoes from the catalogue of her father, a shoe salesman, and he purchased them out of town. She had specific reasons for all of her purchases.

Velma

Members in Velma's family were: father, a city fireman; mother, a homemaker; and two older brothers, age seventeen and nineteen. She had an allowance but purchased none of her clothing with it. Both shopping trips and seasonal shopping were planned with the help of someone else. She only purchased three items of clothing alone: sweaters, shoes and socks; all the other items of clothing were purchased always with her mother's help.

The last garment purchased was a green turtle-neck sweater, on sale for \$5.50 at Meyer's, a department store. Information concerning the gar-

TABLE XIII
SUE'S THREE PURCHASES

Items listed about garment	Before Unit	During Unit	After Unit
Article of clothing	sweater	socks	shoes
Brand name		Golden Fleece	
Color	yellow	white	navy blue
Price	\$12.00	\$.49	\$9.95
Name of store	Montaldo's	Baker's	Shoe Store Roanoke, Va.
Type of store	Specialty store	Single-line	Single-line
Other:	cashmere cardigan	wool and nylon mixture	opera pumps C width
Sources of information:			
Salesperson	good	fair	
Advertisements	good	good	good
Labels	good	good	
Teacher or other person	good	good	good
Books, pamphlets or magazines		excellent	
Reasons for purchase:			
	on sale needed it good sweater went with clothes well color looks best on me	good for tennis could not pay more than \$.75 had all good qualities good buy for money	wanted them to go with spring out- fit

ment was obtained from the salesperson, which she considered fair; and from labels, which she considered good. She purchased the sweater because she wanted it, and it was on sale.

She chose to buy hose during the unit, price limit \$1.50. "She just wanted some seamless hose," was the reason given for wanting to purchase them.

Even though she had not shopped for clothing very much she recognized the fact that some of the clothes which she had were good and some were poor. One day Velma came in and said, "Now look, these socks have a hole in the heel. They wear out so easily, and they looked so good." When looking at garments she made the following comments: "I think Barbizon is a good make of slip", and "I bought some hose and one knee had a run in it the first time I wore them" With reference to stores and shopping practices she commented: "There are some small stores which aren't so pretty but have good materials. The salespeople try to put things off on you." She liked to use the magnifying glass. Velma was out of class three days. She seemed to lose the small amount of interest she had gained each time she was absent a day. Her guide sheet for her particular ^{garment} was good (p. 75).

During the unit she purchased seamless hose: brand name, No-Mend; color mirage; for \$1.33 at Meyer's, a department store. The three sources from which she obtained information about hose were: advertisements, salesperson, and labels, and she thought all these good. Reasons given for purchasing the hose were, "I wanted some seamless hose; they were pretty; they were the color I liked." In class, she gave a good report about her hose. She enjoyed the shopping trips.

After the unit, Velma purchased a pair of shoes: low-heel for \$9.95 at Meyer's, a department store. When making the purchase she obtained

VELMA'S HOSE BUYING GUIDE

Store	<u>Meyer's</u>	<u>Gladys</u>	<u>Belk's</u>	<u>Baker's</u>
Brand Name	Seamfree	Dupont	Day Dream	Mar-V-Lus
Size	9	9	9	9
Price	\$1.29	\$1.25	\$1.65	\$1.29
Color	Tan	Brown	Dark Sheer	Adore
Fiber				
Nylon	X	X	X	X
Silk				
Rayon				
Yarn				
Tight Twist	X looks like it	X	X	
Loose Twist				X
Construction				
Full-fashioned	double cuff	X	X	run-proof
Circular knit	X			
Knit				
Plain knit		X		X
Mesh knit			X	
Ribbed knit				
Gauge	45	400 needles 15 denier		denier 15
Reinforcements				
Heel	X	X not so good	X	X
Toe	X	X	X	X
Full length	X	X	X	X

I will buy the "Seamfree" brand at Meyer's.

information from advertisements and the salesperson and thought it good, and from the labels - and thought it fair. She purchased the shoes because she liked them.

Velma had not shopped much by herself and had not bought a portion of her clothing from her allowance. She had purchased only sweaters, shoes and socks alone. The things Velma seemed to like most during the class were: the magnifying glass and looking at materials through it, and the shopping. She probably received most of her learning from listening in class and doing things rather than from reading. She said, "there is too much reading to do in this class." When questioned as to why, she replied, "Maybe we don't have too much, but I want to be in one class which isn't so hard." Before the unit, she used the salesperson and labels in purchasing her garment (Table XIV). In shopping during the unit and after, she used only one new source of information, which was advertisements. She made her three purchases at Meyer's. She did not thoroughly analyze reasons for purchasing any of the three garments.

Jean

Members of Jean's family were: father, owner and operator of a restaurant; mother, who worked in the restaurant and was a homemaker; two sisters ages six and sixteen; and one brother, age thirteen. Jean, age fifteen, had an older sister from whom she received hand-downs. She liked wearing them and the privilege of using her sister's accessories. She probably shopped with her also. She had an allowance and bought part of her clothing with it. She planned her clothing purchases alone, both for each shopping trip and for seasons. She purchased sweaters, blouses, underwear, pajamas, hose, and socks alone, but other garments were purchased with her mother's help.

TABLE XIV
VELMA'S THREE PURCHASES

Items listed about garments	Before Unit	During Unit	After Unit
Article of clothing	sweater	hose	shoes
Brand name	- - - -	No-Mend	- - -
Color	green	mirage	- - -
Price	\$5.50	\$1.33	\$9.95
Name of store	Meyer's	Meyer's	Meyer's
Type of store	chain department	chain department	chain department
Other:	turtle neck	seamless	low-heel
Sources of information:			
Salesperson	fair	good	good
Advertisements		good	good
Labels	good	good	fair
Teacher or other person			
Books, pamphlets and magazines			
Reasons for purchase:			
	wanted it was on sale	wanted them pretty color I liked	liked them

The last garment she had purchased was a green, long-sleeve, turtle-neck sweater, on sale for \$5.50 at Meyer's, a department store. When she purchased the garment she obtained information from labels and thought it good. Reasons given for purchasing the garment were: "I wanted it; I needed another sweater; it was on sale."

The garment she chose to purchase, during the unit, was a pair of hose, price limit \$1.59. She chose this article to purchase because she needed hose and her mother said she could buy them.

In the second day's discussion Jean told about purchasing the green sweater. She said, "And now I have it and nothing to wear it with." She enjoyed looking at the materials and commented, "That's elkskin material. I've been wondering what you call it." Although at times Jean was not attentive and courteous in class, she always seemed to have something to say concerning each topic. When discussing construction of garments, she said, "These pockets are stitched on well; poor material is in this slip; now these panties look like some ten cent store brand; this design is painted on; it would come off at the first cleaning." Her report on shopping practices was rather general. "I don't think salespeople should try to put things off on people" was her first comment. Then she named other points: "When trying on a garment one should remove lipstick or put a Kleenex between the lips so lipstick wouldn't get on the garment. It's best to see it in daylight. You shouldn't shove and push and be rude when you're shopping." Because she was absent two or three days she did not continue her interest throughout entire unit.

Her guide sheet on hose was fair (p.79). She did not seem to get serious about her work but had rather a "happy-go-lucky" approach. She did the preliminary shopping by looking casually at many articles and

JEAN'S SHOPPING GUIDE FOR HOSE

Store	<u>Meyer's</u>	<u>Meyer's</u>	<u>Ellis Stone</u>	<u>Ellis Stone</u>
Name of garment (brand)	No-Mend	No-Mend	Hanes	Hanes
Price	\$1.29	\$1.29	\$1.35	\$1.35-\$1.65
Size	9½	9½	9½	9½
Color	Mirage	Aurora	Murmur	Day Dream
Fiber	Nylon	Nylon	Nylon	Nylon
Seamless or seams	Seamless	Seamless	Seamless	Seamless
Reinforcements	X	X	X	X
Durable	X	X	X	X
Fuzzy at heels	No	No	No	No
Plain knit	X	X	X	X
Full length	X	X	X	X
Nylon	X	X	X	X

this is the
one I'm go-
ing to buy.

making a remark about each one.

During the unit, she purchased a pair of seamless hose; color, mirage; brand name, No-Mend; for \$1.29 at Meyer's, a department store. She received information about the hose from the salesperson and from labels and considered both sources excellent. She bought these particular hose because she liked them and they would go with the clothes she was getting for spring. She liked the idea of shopping independently. Before the unit, she had not thought of her purchase as fitting in with her wardrobe.

After the clothing unit, Jean purchased a coat; navy blue shorty, flared back, at Meyer's, a department store. She did not know the price because her mother charged it. She obtained information about the coat from the salesperson and from labels and thought both excellent sources. She bought the coat because she needed it and it went with the rest of her outfit.

Jean is the only girl who said she planned alone for each shopping trip and for the seasons. She had an attitude of "not caring", it seemed to be a front for her to pretend to be more grown-up and sophisticated, and to get attention. The fact that her mother worked and her older sister may have had an influence on her clothing purchases and on her sophistication. She was out of class two days and parts of others, which may have had some effect on her interest span which was short. She enjoyed the privilege of shopping and deciding upon the garment she would purchase. The one new point she considered when she purchased her garments, both during and after the unit, was color and one which would fit in with her other new spring clothes (Table XV). Her only new source of information, during and after the unit, was the salesperson and she considered the help excellent. Reasons for purchasing the three garments were not definite, signifying that perhaps Jean did not analyze her pur-

TABLE XV
JEAN'S THREE PURCHASES

Items listed about garment	Before Unit	During Unit	After Unit
Article of clothing	sweater	hose	coat
Brand name		No-Mend	
Color	green	mirage	navy blue
Price	\$5.50	\$1.29	Mother charged it
Name of store	Meyer's	Meyer's	Meyer's
Type of store	chain department	chain department	chain department
Other:	turtle neck	seamless	
Sources of information:			
Salesperson		excellent	excellent
Advertisements			
Labels	good	excellent	excellent
Teacher or other person			
Books, pamphlets and magazines			
Reasons for Purchase:			
	wanted it needed it on sale	liked them go with other spring clothes	needed it went with rest of outfit

chases very well. She made all these purchases at Meyer's. Jean did not know the price of the garment purchased after the unit because her/mother charged it.

Arlene

Members of Arlene's family were: father, a pharmacist; mother, a homemaker, and one brother, age twenty. Spending money was given to her, and she bought part of her clothing with it. She planned for each shopping trip sometimes alone and sometimes with help, and she always planned for seasonal clothing purchases with help. Brassieres and anklets were the only items of clothing purchased alone. The more expensive items of clothing were always purchased with her mother's help, and the others were purchased sometimes alone and sometimes with her/mother's help.

The last garment purchased was a tan sport skirt, for \$6.60 at Meyer's, a department store. She received information about the garment from the salesperson and thought it fair, and from labels and thought it good. Reasons given as to why she purchased the garment were: "I needed it; I wanted a tan skirt; the fit was good; I liked the type of material; more things go with this one." When shopping for the tan skirt she said, "The salesperson wanted me to buy a black skirt, but I wanted this one."

She chose to purchase, during the unit, a pair of hose, price limit \$3.00. She said she needed them. She changed from blouse to hose in order to be with her class friends when shopping.

In class Arlene thought critically about clothing and gave some good contributions. When discussing the buying of garments she said, "I bought a green turtle-neck sweater like Jean bought because I thought it looked pretty, and now I have nothing to wear it with." She asked the following questions when government regulations were discussed. "Does the Federal

Trade Commission really check to see if manufacturers tell the truth about garments?" She made the following comments during class discussion on labels and clothing construction: "Elastic in panties, not too good. I like my slips cut on the straight; this rayon pulls apart in places. Look at this wool jersey; under this magnifying glass it looks like my sweater. Labels should tell if material is pre-shrunk and give directions for care." She made a fair shopping guide (p.84). She was out of class two or three days at this time. She did not like to read in books and received little information from this source.

During the unit, Arlene purchased hose; brand name, No-Mend; color, dust; for \$1.29 (marked down from \$1.50) at Meyer's, a department store. Advertisements were the one new source of information, which she thought good. She purchased this particular pair of hose because they were pretty and serviceable. She enjoyed the preliminary shopping and gave an interesting report to class on her hose. She was "so sure" she had the prettiest and best hose in the class.

After the unit, Arlene purchased a pair of hose like the ones she had purchased during the unit. She said, "They seemed so serviceable that I wanted another pair; it is a good buy to purchase two pairs alike so if one stocking has a run I can fill in, and I like this color very much." She said she used all five sources of information, the two which were new being teacher or another person and books, pamphlets or magazines; both she thought fair.

Arlene had spending money only, and brassieres and anklets were the only garments she had purchased alone. She was out of class two or three days, which made a difference in growth. Sometimes she really thought through a situation and gave a very good answer. Her shopping guide was not too good. She seemed to be the type of person who would use practical

ARLENE'S BUYING GUIDE FOR HOSE

Store	<u>Belk's</u>	<u>Meyer's</u>	<u>Lerner's</u>	<u>Ellis Stone</u>
Brand name	Waive Reign	No-Mend	Seamfree	Hanes
Price	\$1.00	\$1.50 marked down to \$1.29	\$1.29	\$1.65
Size	9½	9½	9 - 10	9½
Color	greyish	Dust	Cloudy Grey	Murmur
Nylon	irregular	nylon	nylon	
Silk				
Knit	plain 45 gauge 15 denier	plain sheer	very sheer lovely	plain 45 gauge 15 denier
Reinforced	toes and heels double	yes	yes	yes
Serviceable	yes, I think so had double top seam	I think so full-fashioned	full-fashioned	full fashioned
Seams or seamless	down back	seam		seam narrow point on heel. I like it.

I'm going to buy the \$1.29 ones at Meyer's.

experience as a means of learning rather than reading. She changed from a blouse to hose in order to shop with class friends. After the unit she purchased hose identical to those purchased during the unit (Table XVI). For the purchase before the unit she stated more definite reasons than for those made either during or after the unit. All her purchases were made at Meyer's.

Lucy

Members of Lucy's family were: father, owner and director of a battery and auto company; mother, a homemaker; one sister age seventeen, one brother age thirteen, and herself, age fifteen. She had an allowance plus spending money and bought a part of her clothing from both sources. Each shopping trip was planned with the help of someone else. Lucy shopped sometimes with her mother's or sister's help and sometimes alone for all articles of clothing. She wore her sister's accessories, had her help in choosing garments, and shopped with her. She wore nice clothes which were neat, clean and in style.

Her last purchase of clothing had been a dress: changeable taffeta, high neck and bustle, for \$14.95 at Meyer's, a department store. She purchased the dress for the following reasons: "I needed a dressy dress for Sunday wear and I like changeable taffeta." When making this purchase she obtained information from the salesperson and the teacher or another person and thought both sources excellent.

At first the garment she chose to purchase during the unit was a light green skirt to go with a blouse and jacket -- rayon or wool, size twelve or fourteen, with a price limit of \$6.00. Later she changed and wanted to buy hose so that she could shop in the group with friends. She wanted to buy hose to go with her spring outfit, with a price limit of \$2.00. She

TABLE XVI

ARLENE'S THREE PURCHASES

Items listed about garments	Before Unit	During Unit	After Unit
Article of Clothing	skirt	hose	hose
Brand name	- - -	No-Mend	No-Mend
Color	tan	dusk	like class project
Price	\$6.00	\$1.29	\$1.29
Name of store	Meyer's	Meyer's	Meyer's
Type of store	chain department	chain department	chain department
Other:		on sale	
Sources of information:			
Salesperson	fair	good	good
Advertisements		good	good
Labels	good	fair	fair
Teacher or other person			fair
Books, pamphlets or magazines			fair
Reasons for purchase:			
	needed it wanted it fit good liked type of material more things to go with this one	pretty serviceable	liked ones I bought as class project very servic- able liked color

was inexperienced in shopping alone, but she has a fair amount of knowledge about clothing. When we looked at materials she commented: "My 'kerchief is the same as this. Look at these long, shiny threads in satin. How do they make seersucker?" When we discussed the construction of garments she made the following comments: "Bur-mil rayon is really good; I have slips made of that; this slip is certainly sleazy; I don't like satin anyway, and the threads pull and make holes in the slip."

She made an interesting report on how store practices tend to affect the price of clothing. Some comments were: "Free parking would tend to raise the price of a garment; whether or not the store was expanding, like Meyer's addition to their building, would also raise the prices."

She made a fair shopping guide (p.88). Her work was neat, but many small items had been left out. The preliminary shopping was interesting to Lucy, but she wanted to buy immediately but did not because the teacher had told the girls they should not buy immediately.

During the unit she purchased hose: nylon; color, daydream; brand name, Hanes; for \$1.65 at Ellis Stone, a department store. She used the salesperson, labels, teacher or another person, and books, pamphlets or magazines and found them all excellent. She purchased the hose because she wanted them to go with her Easter outfit. She had only used the salesperson and teacher or another person as sources of information when purchasing her garment before the unit. About the shopping trip Lucy wrote: "I find that by going to different stores I can get an idea of all the prices and shades of hose. This helps to get a better buy and to save money."

After the unit, Lucy purchased an Easter suit: white rayon faille for \$8.95 at Prago-Guyes, a single-line store. She received information about the garment from the salesperson and the teacher or another person

LUCY'S HOSE SHOPPING GUIDE

Store	<u>Meyer's</u>	<u>Ellis Stone</u>	<u>Gladys Shop</u>
Color	Life	Day Dream	Brown Toast
Brand	Mojud	Hanes	No brand given
Size	10½	10-10½	10-10½
Price	\$1.65	\$1.35	\$1.65
Seam	x		x
Seamless		x	
Mesh			
Plain knit	x	x	x
Ribbed knit			
Reinforced toe	x	x	x
Reinforced heel	x	x not too much	x
Reinforced center foot	x	no	no
Full-fashioned	x	no	x
Runproof			?
Gauge	51	51	45
Denier	15	15	
Double tops	x	x	x
Run-stop line below top	x	x	x
Full length	x	x	x
Nylon	x	x	x some threads loose on seam

I want to get the ones at Ellis Stone
I went to Prago Guyes. They had only white hose
and very dark ones. I didn't like them.

and considered them all excellent. The reason she purchased it was: "I wanted a white suit for Easter."

Lucy seemed to be proud of her clothes and wanted to be well-dressed. She probably had been given a great deal of guidance and training by her mother and her sister but had not had a chance to make decisions to a great extent. The other girls easily persuaded her to change from one garment to another for her class purchase so that she might shop with the crowd. She seemed eager to learn but wanted to get to the end without exerting effort. She commented, "I liked the shopping trip, but why couldn't we just go and purchase the garment?" The only purchase for which she stated a brand name was the one made during the unit; the brand was one with which she was familiar (Table XVII). New sources of information used during the unit were labels, books, pamphlets or magazines. In making the three purchases she had used all five sources of information. She listed all of them as being excellent. Her reasons for purchasing the three garments were needing, liking and wanting them. Apparently she allowed to have what she wanted without having to think very much about values.

Minnie

Minnie was one of the two girls who was fifteen years of age and in the tenth grade. Her father was a brick mason, and her mother was a salesperson in a department store, as well as a homemaker. She has two older sisters, nineteen and twenty-one years of age, who were married and lived away from home; and one younger brother, thirteen, who lived at home. She had spending money given to her, and she bought a part of her clothing with it. Each shopping trip was planned sometimes alone and sometimes with help. She usually bought cotton dresses, linen suits, playclothes, underwear, housecoats, socks, gloves and purses alone; all other items of

TABLE XVII
LUCY'S THREE PURCHASES

Items listed about garments	Before Unit	During Unit	After Unit
Article of clothing	dress	hose	suit
Brand name	- - -	Hanes	- -
Color	changeable	Daydream	white
Price	\$14.95	\$1.65	\$9.95
Name of store	Meyer's	Ellis-Stone	Prago-Guyes
Type of store	chain department	chain department	single-line
Other:	taffeta, high neck and bustle	nylon	rayon faille
Sources of information:			
Salesperson	excellent	excellent	excellent
Advertisements	-	-	-
Labels	-	excellent	-
Teacher or other person	excellent	excellent	excellent
Books, pamphlets or magazines	-	excellent	-
Reasons for purchase:			
	needed it liked it	wanted them to go with Easter outfit	wanted it

clothing were purchased always with her mother's help or sometimes with her mother's help and sometimes alone.

The last garment she had purchased was a dress suit: cocoa brown, brand name, Bobbie Brooks, on sale for \$5.00 at Efird's, a department store. When buying this garment, information was obtained from the teacher or another person and it was considered excellent. She purchased it because she thought it was a good buy. She wore the suit to class the day we talked about materials and asked, "What kind of material is this in my suit?" A sample very similiar to it was on the table. She looked at it and noted the name and the kind of weave.

During the unit she chose to buy a pair of hose, price limit, \$2.00. She wanted them to go with a definite outfit of clothing.

She was one of the few girls who brought labels in along with the garment representative of a good or poor buy. When discussing labels, she made the following comments: "The Good Housekeeping Laboratory tests things like materials and dresses. What other places test them? I always look at the label, but so many things do not have a label. What can you do about those?" She enjoyed looking through the magnifying glass at materials, and she said she would tell her mother about it. She was aware that some stores have priority over other stores in buying certain brands of clothes.

Her report on construction of garments was good. She brought out the following points: "Pinked seams are used on some materials; a tiny seam on batiste looks neater; lots of buttons aren't too good -- those gold buttons on my brown suit have tarnished; hem lines are often uneven, especially on these big flared skirts; lace often pulls off slips and thin blouse material; rayon ravel badly if you put it in a washer of clothes; and when you iron rayon be sure to turn it on the wrong side."

When she was absent she made-up her work quickly and willingly.

Her guide sheet was definite, to the point, and neatly written (p.93). She enjoyed her preliminary shopping and did not mention going with any particular person. In evaluation her shopping trip she wrote, "I've found that I can shop all right by myself. I learned that mesh hose are more expensive than plain knit and that seamless are less expensive than the ones with seams. I was surprised at the great variety of color of hose."

During the unit Minnie purchased full-fashioned hose: brand name, Mar-v-lus; color, adore; for \$1.29 at Baker's, a single-line store. She bought in a different type store than the one where she made her last purchase and where her mother worked. She received information from the salesperson and thought it good; and from a booklet, and thought it excellent. She said, "I bought these hose because they were the cheapest in which I found all the good qualities."

She had not purchased a garment in the three week period after the unit.

Minnie had been allowed spending money only but had shopped for a greater variety of clothes than many of the other girls. Her mother has made many of the final decisions. The fact that her mother worked in a department store may account for her advanced growth in the knowledge of clothing. Minnie was very quiet and a reserved type of person. When she gave a contribution it was well organized and of value. She was attentive and polite. She did her assignments on time, and when she was absent one day the teacher called her to tell her the assignment, and the next day it was ready by class time. She seemed delighted to have books and pamphlets in which to read about clothing. She had a more definite reason for her purchase during the unit than before the unit (Table XVIII).

MINNIE'S HOSE SHOPPING GUIDE

Store	<u>Belk's</u>	<u>Baker's</u>	<u>Lerner's</u>	<u>Meyer's</u>
Color	Sage	Adore	Silhouette	Spirit
Brand	McCrary	Mar-V-Lus	Lerner	Mojud
Price	\$1.65	\$1.29	\$1.79	\$1.65
Fiber	Nylon	Nylon	Nylon	Nylon
Yarn (hard or soft twist)	Soft	Soft	Soft	Soft
Preshrunk	Yes	Yes	Yes	Yes
Type knit	Plain	Plain	Mesh	Plain
Denier	15	15	15	15
Runproof	No	Yes	Yes	No
Seam	Yes	Yes	Yes	Yes
Fit of foot Reinforced with double knit				
Care of gar- ment Wash in luke- warm water Don't dry too near a hot stove				
Sources from which I got information	Clerk Booklets	Clerk X one book used be- forehand	Clerk X	Clerk X

I am going to buy the hose from Baker's.

TABLE XVIII
MINNIE'S THREE PURCHASES

Items listed about garments	Before Unit	During Unit	After Unit
Article of clothing	dress-suit	hose	She had not purchased one when questionnaire was given to class three weeks later
Brand name	Bobbie Brooks	Mar-V-Lus	
Color	cocoa brown	adore	
Price	\$5.00	\$1.29	
Name of store	Efird's	Baker's	
Type of store	chain department	single-line	
Other:	On sale	full-fashioned	
Sources of information:			
Salesperson		good	
Advertisements	-	-	
Labels	-	-	
Teacher or other person	excellent		
Books, pamphlets or magazines		excellent	
Reasons for purchase:			
	thought it was a good buy	cheapest in which I found all good qualities	

Her comment on her last purchase before the unit was, "I thought it was a good buy." Her comment on her purchase during the unit was, "They were the cheapest in which I found all the good qualities." The purchase was made in a store other than the one in which her mother worked. Her greatest growth was the feeling that she could do something well without the help of other members of her family, and now she knew places from which to get information. She was the only girl in the class who had not purchased a garment in the three-week period after the unit.

Frances

Frances' father was an electrician, and her mother was a bookkeeper. Frances, an only child, was age fifteen. She had an allowance and earned money and purchased part of her clothing from each source. She was the only girl in the group who earned money. She planned her clothing purchases for each shopping trip, for the season, and for the year, and in each case she had planned sometimes alone, and sometimes with her mother's help. She was one of the few girls who planned her clothing purchases in all three ways. She was well aware of the cost of articles and was thoughtful in her remarks concerning clothing purchases. She purchased gloves, purses, sweaters, playclothes, socks and hose, panties, brassieres, and pajamas alone. All other garments were purchased sometimes alone and sometimes with her mother's help.

The last garment she had purchased was a dress: blue taffeta with scalloped neckline and full skirt; for \$12.95 at Montgomery Ward's, a department store. When making the purchase she received information from the salesperson and thought it good, and from labels and thought it excellent. Reasons given for purchasing the dress were: "It was a pretty color on me for it brought out the color of my eyes, hair, and complexion.

It fit me, was in style, and suitable for various occasions and the season of the year."

Frances chose to purchase hose during the unit, with a price limit of \$2.25. She said she thought no one could have too many hose and that she really needed a new pair.

In our first discussion on shopping, Frances showed the shoes she was wearing and said, "These are Baker shoes, and they have been very good. I bought them three months ago." She was full of enthusiasm when looking at the materials through the magnifying glass, commenting: "I'd like to take this with me when I shop. Why is linen always rough and uneven? Isn't this rayon shiny? This cotton is so fuzzy. Look, Gwen, at this pattern woven in here." When discussing labels she gave this comment on personal shopping: "I've bought socks without a label, and they have been just as good as those with a label."

Her report in class was good. She gave it in a good form so that others understood the information. She was a keen observer of construction points. She said, "These buttons are sewed on like I meant, a thread sticking out and and they come off easily. What kind of seams do you call these? They look so neat." When Frances was absent a day she asked what she could do to make up the work.

She made a good shopping guide and seemed to enjoy doing the studying in order to be able to make one (p.97). She said that the preliminary shopping trip was enjoyable and that she had learned many new things.

During the unit Frances purchased a pair of Dupont nylon, full-fashioned hose: color, spring dust; size nine; for \$1.55 at Meyer's, a department store. She received information about the hose from the salesperson and from labels, and list both as excellent. Reasons for purchas-

FRANCES'S BUYING GUIDE FOR HOSE

Store	<u>Meyer's</u>	<u>Ellis Stone's</u>	<u>Lerner's</u>
Brand name	Millay	Princess	Seamfree
Size	9	9	9
Price	\$1.65	\$1.75	\$1.25
Color	Spring Dust	Cocoa	Dust
Fiber	Nylon (Dupont)	Nylon	Nylon
Double toes	x	x	x
Double tops	x	x	x
Sheer (very)		x	51 gauge
Sheer (medium)	x		
Seam	x	x	
Seamless			x
Plain knit	x		x
Mesh knit		x	
Yarn			High twist- ed yarn

I'll buy the ones at Meyer's.

ing the garment were: "I needed a new pair of hose, liked the sheerness, liked the color; I like hose with seams."

After the unit Frances bought green shoes and bag to match. She bought them at Baker's Shoe Store and paid \$7.09 for the shoes and \$2.50 for the bag. When making the purchase she obtained information from advertisements and a salesperson and considered them excellent. The shoes and bag were purchased to go with her Easter clothing. She made this comment concerning the shopping trip: "I went with my mother. I like to shop with her because we have a very good time and usually like the same things."

Frances was mature in many ways. She was the only girl who earned money and had a yearly plan for clothing. Since both parents worked she may have had to take greater responsibility for her clothing and other things. She seemed eager to learn and was understanding and considerate. She listened attentively to reports by others and joined the other class members in discussion. Before the unit she was aware of the relationship of her garment to her wardrobe, the season, and the occasion. She was one of the girls who had purchased many garments alone. During the unit she was very observant and critical; after the unit she apparently did not take the time to write down complete information about the garment purchased (Table XIX). For all three purchases she gave specific reasons but used only information provided by the store and the manufacturer.

Jinx

Jinx was one of the two girls who was fifteen and in the tenth grade. Members of her family were: father, owner of a Bargain Store; mother, a homemaker; and one brother, age two. She had an allowance and bought part of her clothing with it. She planned for each shopping trip with

TABLE XIX
FRANCES'S THREE PURCHASES

Items listed about garments	Before Unit	During Unit	After Unit
Article of clothing	dress	hose	shoes and bag
Brand name		DuPont	
Color	blue	Spring Dust	green
Price	\$12.95	\$1.55	shoes-\$7.09 bag -\$2.50
Name of store	Montgomery Ward	Meyer's	Baker's
Type of store	department	chain department	
Other:	taffeta full skirt scalloped neck- line	dupont nylon size 9	
Sources of information:			
Salesperson	good	excellent	excellent
Advertisements			excellent
Labels	excellent	excellent	
Teacher or other person			
Books, pamphlets or magazines			
Reasons for purchase:			
	pretty color on me style good suited to sea- son and occasion	needed new pair liked sheerness liked color wanted hose with seams	they go with my Easter out- fit

the help of someone else. She had her mother's help in purchasing suits, wool dresses, sweaters, and sometimes items of underwear; all the other items of clothing she purchased alone. Comparatively speaking she has a great deal of independence in making choices of garments, but her mother helped her plan.

Her last purchase had been a suit for \$40.00 and a wool jersey blouse for \$2.00. Both garments were purchased at Meyer's, a department store. She had obtained information about the garments from the teacher or another person and thought it excellent. She chose the garments because of their color, fit, and general appearance.

First, she chose to buy a blouse during the unit, price limit \$3.00. She changed and wanted to buy hose in order to shop with friends in her class. She set the price limit for hose also at \$3.00.

Jinx seemed to have an egotistical attitude at times. In the general shopping discussion she said, "Montaldo's do have some things reasonably priced. I ought to know, I've bought things from there. I usually decide what I want and then ask mother's approval." When material and construction of garments were discussed she said: "Those seams would rip out easily; batiste needs a neat double stitched seam; I like materials which don't need much pressing; I detest rayon satin; this is cut skimpily; this slip is good and doesn't have much electricity." When stores were discussed she said, "I always shop at Meyer's and those stores. I've never been in Efird's and I never expect to go." This was the type of thing Jinx said many times. It was her way of approaching the subject. However, she was attentive, she seemed interested, and she asked many questions. Her shopping guide was fairly good, and she enjoyed the shopping trip very much (p101).

During the unit, she purchased a pair of seamless hose; brand name, Millay; the color, murmur; for \$1.35 at Meyer's, a department store. She

JINX'S SHOPPING GUIDE FOR HOSE

Store	<u>Meyer's</u>	<u>Belk's</u>	<u>Ellis Stone</u>	<u>Gladys</u>
Price	\$1.65	\$1.29	\$1.65	\$1.25
Brand name	Mojud	R. Purple	Murmur	Dupont
Size	10	10		
Color colorfast				
Actual color	Mirage	Brown Toast	Daydream	Brown Toast
Fiber				
Nylon	x	x	x	x
Silk				
Mixture				
Knit				
ribbed				
plain	x	x	x	x
mesh				
Construction				
runproof line				
at top	x	I forgot	x	x
double top	x	x	x	x
no loose threads on seam		some		
toes and heels rein- forced	x		x	
Durable	x		x	
Gauge	45	very sheer	51	45
Full length	x	x	x	x
Circular knit		x		
With seam	x		x	

The ones at Meyer's seem to be the best buy.

purchased these hose because, "she liked them and she thought the quality of the material was good." She had used only the teacher or another person, as a source of information, when she purchased her garment before the unit. During the unit she used the four sources of information not previously used and thought all of them excellent.

After the class unit, Jinx purchased a dress for \$15.00 at Youth Center, a single-line store in Winston-Salem, North Carolina. When she purchased the dress she received information from labels and from the teacher or another person and considered both excellent. She purchased it because she thought she needed it and felt that it was a good buy. Jinx said the store had all young peoples' clothing and had many styles from which to choose.

Jinx was rather immature at times and at other times she seemed to be thoughtful. She had done little planning, but she bought more garments alone than the other girls.

She asked many questions which pertained to the subjects discussed in class. The writer felt that Jinx's attitude was slowly changing because Jinx was beginning to realize that the class was a place to discuss and share true experiences rather than pretenses. She used all five sources of information in making her three purchases, and she considered them all excellent. Of the new sources only labels carried over to the after-unit purchase. She did not analyze any of her three purchases to any extent. She made all three purchases at high quality stores, "Table XX). All reasons given for purchasing before the unit were related to appearance of the garment; before and after the unit her reasons related to the quality of the garment. She thought they were good buys but gave no details.

TABLE XX
JINX'S THREE PURCHASES

Items listed about garments	Before Unit	During Unit	After Unit
Article of clothing	suit and blouse	hose	dress
Brand name	---	Millay	
Color	---	murmur	
Price	(\$40.00 (\$2.00	\$1.35	\$15.00
Name of store	Meyer's	Meyer's	Youth Center Store
Type of store	Chain department	Chain department	Single-line
Other:	wool jersey blouse	seamless	
Sources of Information:			
Salesperson		excellent	
Advertisements		excellent	
Labels		excellent	excellent
Teacher or other person	excellent		excellent
Books, pamphlets or magazines		excellent	
Reasons for Purchase			
	color	liked them	needed it
	fit	thought quality	a good buy
	general appearance	good	

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

In order to develop and evaluate a clothing buying unit, the writer planned ten lessons and taught them to ten girls in first year home economics at the Curry Demonstration School, Woman's College of The University of North Carolina, Greensboro, North Carolina. The unit was developed to give to the pupils the following experiences:

1. The giving of information about factors affecting clothing purchases by filling out questionnaires. These factors were:
 - (a) Family background.
 - (b) Experiences in handling money, and
 - (c) Experiences in planning and shopping for clothing.
2. Choosing a garment to be purchased in the clothing buying unit.
3. Studying garments previously purchased in relation to type of material, construction, and labels.
4. Studying weave and finish of materials by:
 - (a) Use of magnifying glass.
 - (b) Demonstration of burning test on various fibers by the teacher.
5. Studying books, pamphlets, magazines, advertisements and labels for information concerning purchase of selected garment.
6. Studying descriptive terms which relate to materials and construction of garments.
7. Making a buying guide, from reading notes which lists points to be checked in comparing garments considered for purchase.
8. Discussing various types of stores and the effect of their practices on price.
9. Compiling a list of good buying practices.
10. Taking a preliminary field trip to shop around in several stores, making notes on buying guide for discussion with parents and teacher.
11. Taking a field trip to purchase chosen garment.
12. Discussing purchases with others in class, using garments and buying guides as illustrative material.
13. Describing purchase of a specific garment before, during and after unit by filling out questionnaire.
14. Evaluating unit by filling out questionnaire.

Family background often has some influence on the clothing purchasing experiences of high school girls. All but one of the girls were age fif-

teen; two were only children, three were oldest children, and two were youngest children. Two girls had older sisters: one had hand-down clothing and use of accessories and seemed to enjoy both privileges; the other had had help in making clothes and shopping for them and had had the use of accessories. Seven fathers were wage earners; seven mothers had no occupation other than homemaking. One father, a shoe salesman, made the after unit purchase of shoes for his daughter. One mother who worked in a department store had apparently discussed the technicalities of clothing buying with her daughter; another mother who worked in a family restaurant had left to an older sister the guidance of her daughter in clothing buying; the daughter of the other mother who worked was the only member of the class who earned money and her clothing buying was largely influenced by her own earning.

Three girls had spending money, irregular amounts as needed; six had an allowance, a regular sum at intervals; and only one earned money. The girl who earned was one of two girls who gave specific reasons for her three garment purchases. Eighty per cent of the girls bought a portion of their clothing with their own money; they needed training in buying clothing wisely.

All girls planned each shopping trip; six made a seasonal plan; only one did this planning alone. The girl who earned made a yearly plan - - sometimes alone and sometimes with help. In general, the less expensive items of clothing were purchased alone and the more expensive items were purchased with mother's help. One girl had purchased only sweaters, shoes, and anklets alone; another girl had purchased all garments alone except wool dresses, suits and sweaters.

One way of evaluating the unit was to secure the pupils' comments on it. The shopping trips were the part of the clothing-buying unit liked

best by seven girls. Other parts liked best by one girl each were: looking at materials through a magnifying glass, studying labels, and studying terms used in describing materials and construction. Parts liked least by one girl each were: reading, taking notes, and filling in questionnaires. Eight pupils liked having different assignments for each pupil and learning from each other's reports.

A better way of evaluating the unit was the comparison of the buying practices used in making the three purchases: the last garment purchased before the unit, the one purchased during the unit, and a garment purchased within three weeks after the unit. Only one garment purchased during the three weeks after the unit was chosen for comparison with those purchased before and during the unit in order to limit the pupils to one particular garment. The pupils, of course, may have used learning from the clothing buying unit in making other purchases within these three weeks and may use it later.

The variety of garments purchased and the amount of money spent were greater before and after than during the unit, probably because many of the before and after purchases were made with mother's help. The garments purchased during the unit were blouses, hose and socks. Two girls changed from another garment to one of these just before the shopping trip in order to be able to shop with their class friends.

As might be expected, there were individual differences in the growth of the pupils as far as can be determined from evidences of application of learning in the purchases made during and after the unit (Table XXI).

The main reasons for buying a garment before and after the unit were related to the person; the main reasons when buy a garment during the unit were the qualities of the garment. This was probably due to the stress in class discussion on qualities to look for when purchasing gar-

TABLE XXI

EVIDENCES OF APPLICATION OF LEARNING IN PURCHASES DURING AND AFTER THE CLOTHING BUYING UNIT

(Ten pupils in first year Home Economics at Curry Demonstration School, Woman's College of the University of North Carolina, Greensboro, North Carolina)

Evidences of application of learning	Pupils ¹									
	Ma	G	S	V	Je	A	L	Mi	F	Ji
Brand, an aid in purchasing garments similar to those which have given satisfaction										
Mentioned brand in describing garment	D ²	D	D	D	D	D	D	D	D	D
Purchased duplicate of garment purchased during unit	-	-	-	-	-	A ³	-	-	-	-
Purchased same brand as during unit	-	A	-	-	-	-	-	-	-	-
Shopping around to compare price and quality in different stores (all pupils were required to shop in at least three stores. The following actually made their purchases in different stores.)										
Made purchase in a store not previously patronized in making the 3 purchases	D	-	D	-	-	-	D	D	D	-
During unit found same brand but not desired style in favorite store and less expensive store; after unit purchased same brand as during unit in a different style in a less expensive store.	-	A	-	-	-	-	-	-	-	-
Purchased in a store other than one in which her mother worked	-	-	-	-	-	-	-	D ⁴	-	-

1. First initials used to represent girls.
2. D means learning was applied in purchase during unit.
3. A means learning was applied in purchase after the unit.
4. Had not purchased garment after the unit.

ments and to the particular garments purchased. It is interesting to note that the girls who purchased socks and hose thought about them in relation to wardrobe, season, or occasion, and to the person. Those who bought blouses, with one exception, did not mention these points. The writer believes that points such as construction and fiber content of material that relate to the garment, which the pupils tended to neglect before and after the unit, as well as points relating to the person, wardrobe, season or occasion in which the pupils seemed chiefly interested should be included.

In the writer's opinion the following teaching techniques seemed to give good results:

1. Use of magnifying glass to distinguish fibers, weaves and finishes of materials.
2. Study of "good and poor buys" of garments for construction points.
3. Placement of reference list and source materials in the classroom for ready access.
4. Organization of reading notes into buying guides.
5. Use of buying guides in analyzing and comparing garments in preliminary shopping.
6. Preliminary shopping trip for comparison of garments in different stores as to price and quality.
7. Final shopping trip after discussion of preliminary shopping trip with parents and teachers.
8. Student evaluation of unit.

The writer makes the following suggestions for changes in the clothing buying unit:

1. More than ten fifty-minute periods should be used for teaching the unit. For instance, the girls asked to do the burning test on materials and there was not enough time, and the teacher felt there should have been more class time for discussing buying guides.

2. Other closely related factors such as seasonal and yearly planning of pupils' clothing expenditure should be added to the unit.
3. A chance for the pupils to see the group picture presented as a result of tabulating data from questionnaires would help them to see the values of filling them out completely and carefully.
4. The keeping of records about garments purchased would help pupils to duplicate only the "good buys".
5. More experience in organization and application of information found in sources read would be desirable.

The writer recommends further research on the clothing buying problems of high school pupils at various grade levels and in various types of communities and the development of effective ways of teaching pupils how to solve these problems.

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